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THE UNIVERSITY OF ALBERTA

MOUNT ROYAL COLLEGE

A CASE STUDY

by

(C) Richard Dale Johnson

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Mount Royal College; A Case Study submitted by Richard Dale Johnson in partial fulfilment of the requirements for the degree of Master of Education.

.....
Supervisor

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.....

Date October 4, 1977

DEDICATION

This thesis effort is dedicated to my wife, Sheila, our daughter Patti Jean, and our as yet unborn second child. They have provided the inspiration needed during the long term of this endeavor.

It is also dedicated to the memory of my father, the late Richard L. Johnson, and my mother, Mrs. Gladys M. Johnson.

This dedication would be incomplete without mention of the manuscript typing, format construction, and moral support extended by Mrs. Pauline Klinck. Her efforts on my behalf are in a large part responsible for the timely completion of this thesis.

Richard Dale Johnson

ABSTRACT

On September 1, 1966 Mount Royal College became a public institution by proclamation of the Mount Royal Junior College Act. At this time the College campus was located in downtown Calgary, Alberta. The campus consisted of a complex of buildings, portable classrooms and leased spaces in nearby premises. In October 1972 Mount Royal College officially opened the doors of a new three level enclosed campus covering an area of 641,000 square feet.

The purpose of this study was to try to determine what, if any, planned change processes occurred at Mount Royal College in this time period. In particular the focus of the study was intended to investigate those planned change processes that might have occurred in the instructional/learning system aspects at the College. A case study format was chosen for this study because it seemed appropriate for the examination of the total situation at Mount Royal College.

A review of literature was conducted, in the area of planned change, to determine the present status of the theories, and to select a model for the analysis of the case materials. Two series of inquiry questions were subsequently developed as a framework on which to display information determined from an examination of the case materials.

Case materials consisted of documentation gathered at Mount Royal College by a team of researchers from the University of Alberta in 1974, as well as Provincial Government documentation and an examination of Provincial statute files at the University of Alberta Law Library.

A case study narrative was developed from the case materials to provide a sequential arrangement of events leading up to and including the time period investigated.

From the facts extracted from the case materials an analysis of congruence was carried out using the model adopted for this study. The planned change processes of the instructional/learning system discovered at Mount Royal College in the years 1966 to 1972 were the object of the analysis of congruence. The analysis produced some incongruent features that permitted some conclusions to be drawn, and some recommendations to be made.

The theoretical model could not adequately account for the timing, resourcing, and eventualities encountered in the actual situation. The planned change processes discovered at Mount Royal College appeared to have been timed events whereas the theoretical model consisted of stages. The planned changes at Mount Royal College appeared to have occurred concurrently with the normal activities of the College, whereas the model presupposed that planned change processes only would be undertaken.

There appeared to have been less than complete congruence with the Havelock Model stages of Diagnosing the Problem, Acquiring Relevant Resources, Choosing the Solution, and Gaining Acceptance; and those processes discovered at Mount Royal College. The stage of Stabilizing the Innovation and Generating Self-Renewal, appeared not to have had a counterpart in the planned change processes at Mount Royal College.

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CHAPTER I

STATEMENT OF THE PROBLEM AND FORMAT OF THE STUDY

Introduction

In October of 1972, Mount Royal College officially opened the doors of its new three-level complex at Lincoln Park to over twenty-five hundred students. This sixteen million dollar institution, located on the southwestern outskirts of Calgary, Alberta, was intended to present at once a design that would provide an all weather campus and facilitate conditions of effective student learning.

According to J.A. Barrett, a partner in the architectural firm of Stevenson Raines Barrett Hutton Seton and Partners, Calgary, designers of the campus: "The building form is linear in concept but is developed around a stepped plaza court, open on one side to the south sun, small pond, and play field, and turning its back to the harsh northwest winds." (College and University Business, 1973:34.) The building design was done in conjunction with Stanton Leggett, president of Stanton Leggett and Associates Inc., educational consultants, Chicago. Stanton Leggett states

> . . . Mount Royal College has chosen to adopt a multilevel approach to learning in which a serious attempt is made both to discover the most effective learning style for the student and to provide specifically for differences in the speed of learning. (College and University Business, 1973:36.)

Mount Royal College President W.P. Pentz, writing in The President's Report, described the design this way:

> From the beginning, decentralization was the key to the design. All concerned felt that the campus must be more than just a structure for learning; instead it should form a total community

> of students, faculty and administration. The community concept would provide constant interaction of students with each other and with the faculty, so that learning would become a more desirable experience. (The President's Report, Mount Royal College, Calgary, Alberta, March 1973.)

The foregoing statements and quotes about Mount Royal College indicate that major changes were intended in the instructional/learning system of the new campus.

Statement of the Problem

The purpose of this study was to analyze, by applying an analytical change model, the change processes that occurred in the instructional/learning system at Mount Royal College from 1966 to 1972.

Sub-Problems

1. To determine what changes were implemented at Mount Royal College by the Department of Instruction and later by the Research and Development Office.
2. To describe the planned change processes used in developing and implementing the instructional/learning system.
3. To analyze these change processes by applying the criteria contained in the planned change model selected for this study.

Significance of the Study

This study provided an opportunity to examine the planned change processes used by an educational institution to develop and implement a new instructional/learning system, and to compare these processes with a theoretical model of planned change. It was assumed that this study would provide an opportunity to examine actual change processes undertaken by Mount Royal College. It was further assumed that a comparison of the actual processes and the theoretical processes

of a change model would provide useful information about the processes of planned change.

Delimitations

1. This study examines only one institution--Mount Royal College, in the years 1966 to 1972; therefore the findings cannot be generalized to other institutions or to other time periods.

Limitations

There were several limiting factors in this study, among them the following were the most restrictive:

1. Inability to contact more persons:

   Some persons who had been at the college in the early years covered by this study were no longer available as sources of information.

2. Official documentation:

   Some documents and files concerning the closed meetings at Mount Royal College were unavailable. Government documents concerning Mount Royal College, both in the Alberta Colleges Commission and the Department of Public Works were unavailable.

Organization of the Thesis

This study is organized into chapters dealing with specific areas.

Chapter I presents the problem selected as the focus of the thesis. Sub-problems are outlined and the significance of the study presented. Delimitations and limitations are also presented.

Chapter II presents a review of literature germane to planned change. An overview of the literature is presented to illustrate the scope of the review. Emerging concepts of planned change are discussed

to provide the focus of the review. Process models discovered in the literature are discussed to ascertain their merits as a possible model for this study.

Chapter III outlines the Research Design of this study and the analytical framework used. The approach to the study is presented by outlining the case study method, the analytical model, and the methods of conducting the study.

Chapter IV presents the Mount Royal College case study narrative. The case materials are presented in detail and an attempt is made to maintain a chronological order. The narrative encompasses the years 1910 to 1972, with emphasis on those events that provide data for the analysis.

Chapter V provides the analysis of the case materials using the analytical model. This chapter documents and summarizes the changes in the instructional/learning system covered in the case narrative. These changes are then analyzed using the analytical model of planned change selected for this study.

A summary of the chapter outlines the changes and processes employed by Mount Royal College to develop and implement the instructional/learning system at the new campus.

Chapter VI presents a summary of the study and some conclusions drawn from the analysis contained in Chapter V. Some tentative recommendations are made on the basis of the congruence between the planned change processes discovered in the case materials and those suggested by the analytical model of planned change.

CHAPTER II

REVIEW OF LITERATURE AND SELECTION OF THE MODEL

Introduction

This chapter presents an overview of the literature reviewed for the study. Details of the models of planned change contained in this literature are presented, and emerging concepts of planned change are discussed.

Emerging Concepts of Planned Change

A review of literature on the topic of planned change was conducted to determine the present status of the theories and to select a model for this study.

Historically, the social sciences of psychology and sociology appear to have been the first to attempt to develop a theory of planned change. It was recognized that change as a factor to be dealt with in social interactions could not be left only to natural processes. "In other words the natural dynamic processes of change do not occur fast enough to keep pace with the very rapidly changing conditions of our world today." (Lippitt, 1958:10-11) The early theorists were apparently aware that natural change processes like growth, maturity and fortuitous events, would not promote desirable changes within the proper time frame.

Planned innovation or planned change is a highly complex subject which has been discussed by scholars from a number of viewpoints. In viewing planned change as a process various stages or

phases can be determined and described. There are two ways to look at these stages or phases. One way is to view them from the standpoint of the people who are being changed, and the other is to see them from the point of view of someone who is trying to change someone else. There are a limited number of ways in which people respond to change. One way is to do nothing about the situation. Many people have employed this simple strategy of allowing the situation to develop and hope that the outcome will be satisfactory to them. Another method of coping with change is to make a rather straightforward response to it. That is to respond with the first reactive response that comes to mind. There is, however, another method of reacting to change that has recently become the focus of more and more attention. This reaction involves a planned course of action. Although the actual activities and methods of the process may be varied, and numerous, there is a certain cyclic aspect to them. The first activity involves an awareness of the situation and a decision to do something about it. This stage is often expressed as a felt need. Once the decision to do something has been made, the activities change to those that examine or diagnose the felt need as a problem. When the problem has been identified the activities can be altered again. This time the activities result in a search for possible solutions to the problem. One of these possible solutions can then be applied to the problem situation to see if it will satisfy the felt need. From this stage there are two possibilities, if the need has been satisfied there is no further action until some other felt need arises. However, if the felt need is not satisfied fully, or if the problem still exists in some measure, then the stages of activities are repeated. This possibility of repetition

is what gives the process a cyclic aspect. Regardless of what the problem is or how the initial disturbance occurs, if the people involved assume the stance of doing something about it in a systematic way, this cyclic process will usually follow. Havelock (1973:7) refers to this kind of response to change as the rational problem-solving process.

A person intervening in the change process is known as a change agent. Regardless of this person's particular job title or position there are four primary ways in which the person can act as a change agent. These four ways are referred to by the terms catalyst, solution-giver, process helper and resource linker. It should be noted here that these terms may be applied to any person that performs the functions implied by the terms whether or not that person is aware of the particular role being played. The literature implies that the role and function go together, but it is not explicitly stated that the role incumbent need be aware of the role he is playing.

The term catalyst refers to the function of energizing the problem-solving process; people in this role do not necessarily have answers to the problems, but they do serve to upset the status quo.

The term solution-giver refers to people who do have solutions to problems and a desire to see these solutions adopted. To be effective a solution-giver must know when and how to offer the solution and be knowledgeable enough to be able to help the client adapt the solution to the needs.

The term process helper refers to people who are experts in the 'how to' of change. They provide assistance in recognition and definition of client needs, diagnosis of problems, selection or creation of solutions, adaptation or installation of solutions, acquisition of

relevant resources, determination of objectives, and the evaluation of solutions to determine if they satisfy the client needs.

The term resource linker refers to people who play the role of bringing resources and needs together. The resources may be things and/or people. The resource things such as skills, expertise, knowledge, finances or machinery may be all that is required. However, people with the time, energy, and motivation to help the client are also often required.

Process Models

The literature reviewed for this study revealed an assortment of models from the early pioneers to contempory workers in the field of planned change. These models were examined to determine their usefulness in analyzing the data of this study.

A brief summary of various models from the literature reviewed may serve to establish the basis from which the conceptual framework for this study was derived.

One of the pioneers in analyzing the processes of change was Kurt Levin. He proposed a three phase model of planned change which suggested the following necessary processes. (Lippitt, 1958:129)

1. Unfreezing the system.
2. Moving it to the new level.
3. Freezing the system at the new level.

More recent theorists enlarged upon these three phases and elaborated the model to encompass other facets of planned change revealed by the experiences gained in the fields of practice. Current models of planned change contain role descriptions for persons trained

specifically to assist in the various change processes.

Lippitt (1958:130-136) suggests that Lewin's three phases do not constitute a broad enough spectrum of change processes. He enlarges the three phases of Lewin to five general phases as follows:

1. Development of a need for change ('unfreezing').
2. Establishment of a change relationship.
3. Working toward change ('moving').
4. Generalization and stabilization of change ('freezing').
5. Achieving a terminal relationship.

The third phase was divided into three separate sub-phases, each embodying important characteristics of its own.

1. The clarification or diagnosis of the client system's problem. (Phase 3)
2. The examination of alternative routes and goals; establishing goals and intentions of action. (Phase 4)
3. The transformation of intentions into actual change efforts. (Phase 5)

This model, therefore, contains a total of seven phases in all.

Bennis, Benne and Chin (1969:310) present a compilation of many papers on the topic of planned change. Many models of change are discussed, as well as methodologies of application of theory to practice. Three analytic models were summarized in Table 1.

Bennis, Benne and Chin (1969:311) also argue that some elements from both the systems models and the developmental models should be included in the model for practitioners with the use of a format of the intersystem model.

Models are abstractions from the concreteness of events. Because

Table I

Assumptions and Approaches to
Three Analytic Models

MODELS OF CHANGE			
Assumptions and Approaches to:	System Model	Developmental Model	Model for Changing: Intersystem
1. Content			
Stability	Structural integration	Phases, stages	Unfreezing parts
Change	Derived from structure	Constant and unique	Induced, controlled
2. Causation			
Source of change	Structural stress	Nature of organisms	Self and change-agent
Causal force	Tension reduction (creation?)		Rational choice
3. Goals			
Direction	Emergent	Ontological	Deliberate selection
Set by	"Vested interests"		Collaborative process
4. Intervention			
Confronting symptoms	Stresses, strains and tensions	Discrepancy between actuality and potentiality	
Goal of intervening	Adjustment, adaptation	Removal of blockages	Improvement
5. Change-Agent			
Place	Outside the "target" system	Outside	Part of situation
Role	External diagnoser and actor	External diagnoser and actor	Participant in here and now

> of the high degree of selectivity of observations and focus, the "fit" between the model and the actual thought and diagnostic processes of the change-agent is not close. Furthermore, the thought and diagnostic processes of the change-agent are not fixed and rigid. And even worse, the "fit" between the diagnostic processes of the change-agent and the changing processes of the "actual" case, is not close. Abstract as the nature of a model is, as applied to the change-agent, students of the change-agent role may find the concepts of use. But change-agents' practices in diagnosing are not immediately affected by models' analyses.

Ronald C. Havelock and Mary C. Havelock (Havelock, 1971) present a series of four change process models. These models are presented here as diagrams to illustrate their main focus. The "Linkage Model" (Figure 1) was put forth by Havelock as a possible unifying and integrating idea encompassing the strongest features of the other three models.

Figure 1

The Problem-solver View of the Change Process

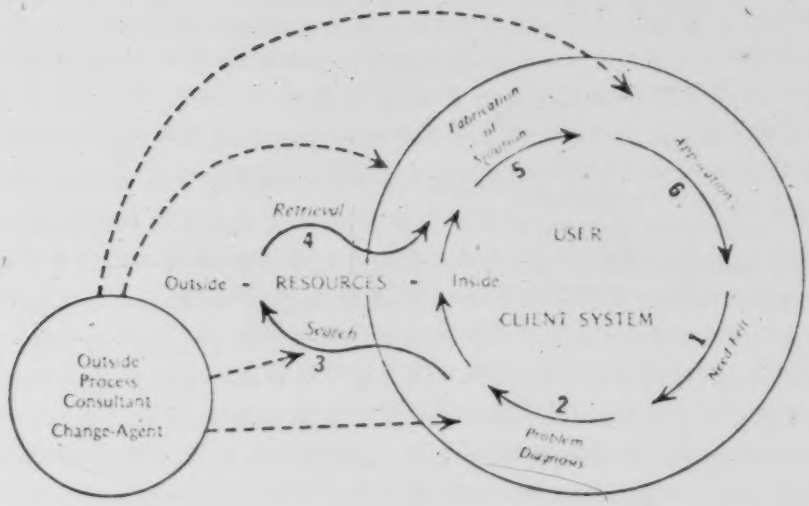


Figure 2

The "Research, Development, and Diffusion" View of the Change Agent

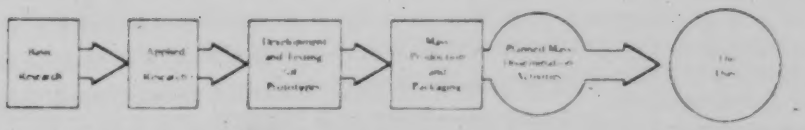


Figure 3

The Social Interaction View of the Change Process

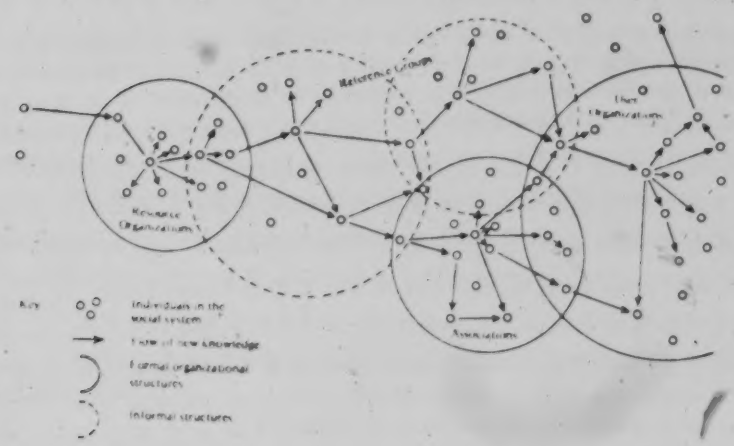
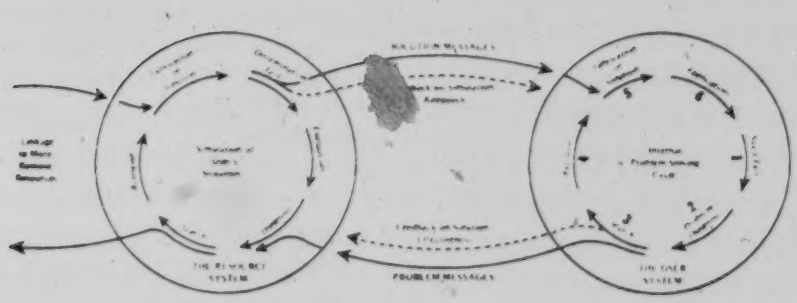


Figure 4

A Linkage View of Resource-User Problem-Solving



Havelock, (1973:11-15) presents a comprehensive model for planned change that is composed of a six-stage sequential process, with four change agent roles that can be applied to a change situation. These stages do not necessarily have a sequential aspect, however, they do have a starting point and an end. The starting point is the relationship that must be established between the change-agent and the client. This relationship must be open, viable and of a helpful nature. The final stage is one of stabilizing the change and generating self renewal within the client system. Between these two ends there are the stages of diagnosing the problem, acquiring relevant resources, choosing a solution, and gaining acceptance for the solution.

The change agent as perceived by Havelock can perform four functions: (1) Catalyst, (2) Solution Giver, (3) Process Helper, or, (4) Resource Linker.

The fact that management or administration often perform these functions is not to say that the persons in these positions see themselves as change agents, nor are they necessarily aware of the terms used here to describe the functions they are performing. It is perhaps sufficient to point out that the terms and functions will be used in this study to identify and illuminate the change processes and the people involved, without implying that there was an awareness of these terms by the role incumbents. It is also worthy of note that the roles may be filled by committees and groups of people as well as individuals, and that these roles are not mutually exclusive. Some, or all, of the change agent roles may be filled by one committee, group, or person at any one time during a given planned change process.

Conclusions

The concepts of planned change are complex. A plan of action must be mapped out and followed in some sequential order. The various models presented in this chapter all contain stages or phases that appear to have a twofold purpose. Firstly, they serve to give direction and timing to the processes and secondly, they serve as a check or feedback on what has been done and what has yet to be done.

Although the models present some widely differing views on planned change, they appear to present some common elements as well. The following elements appear to be implicit or explicit in the models reviewed.

1. A phase of building a relationship that will accept change.
2. A phase of diagnosis wherein the problem or problems are revealed.
3. A phase of retrieval of relevant knowledge, facts, or data.
4. A phase of selecting an innovation from the alternatives present.
5. A phase of development where attitudes and behaviors necessary to the success of the innovation are fostered.
6. An ongoing phase of maintaining an impetus for change.

Another concept of planned change, that of the deliberate action is expressed very well as: "a conscious, deliberate and collaborative effort to improve the operations of a system, whether it be a self-system, a social system, or a cultural system, through the utilization of scientific knowledge." (Bennis, 1969:3)

One final concept of planned change that appears throughout the literature is that of the need or necessity for change. This need is expressed both from the standpoint of planning and from the standpoint of change itself.

CHAPTER III

RESEARCH DESIGN AND ANALYTICAL FRAMEWORK

Introduction

This chapter presents the research design of the study and the analytical framework used.

The approach to the study is outlined in three major areas:

1. The case study method (the method chosen for this study) is described and defended.
2. The framework for analyzing the data is presented and defended.
3. The method of collecting the data and applying the framework is presented.

Use of the Case Study Method

In order to understand the planned changes that occurred at Mount Royal College in the 1966 to 1972 time period, it was necessary to take a comprehensive view of the College during this period. This necessity for a careful look at a total situation suggested the use of a case study technique.

> A case study may deal not only with an individual but with almost any unit. . . a classroom, a school system, a city, or even an epoch in history. Its distinguishing characteristic is that it emphasizes the total situation or a sequence of events leading up to some particular behavior. . . . Case studies imply an intensive investigation of a particular situation. One advantage of such an investigation is that it may expose a new relationship whose extent may then be measured by statistical techniques. (Rummel, 1964:175)

The case study method was chosen for this study because of the nature of the data gathered. These data presented in a case study

narrative form the basis for Chapter IV of this study.

Data for this study came from three main sources: (1) Mount Royal College, (2) Alberta Department of Advanced Education, and (3) Alberta Department of Government Services. The data sources were in the form of records, publications, minutes, and memoranda made available to the researcher by the aforementioned sources. In addition there were conversations and taped interviews with various members of Mount Royal College administration, faculty, and student body; and observations of points of interest at the College. Supplementary data were obtained from the Alberta statutes, and from W.J. Collett, former president of Mount Royal College.

A case study format was selected as the vehicle for this research because, as Good (1973:328), writing about methodology and design of research, states: "The basic approach of the case study is to deal with all pertinent aspects of one thing or situation. . . ."

For purposes of this case study the pertinent facts pertain to the planned change processes that were used at Mount Royal College in the six year period--1966 to 1972, when the college underwent a series of changes. Prior to 1966 Mount Royal College had been a private Junior College; in 1966 it became a Public College and by 1972 had moved from a downtown Calgary site to its present location in Lincoln Park. Also during this period it changes its focus to that of a community college.

Analytical Framework

The Havelock Model (Havelock, 1973:11-15) was selected as the analytical framework for this study. It consists of six interrelated

and often concurrently occurring stages. They may not necessarily have a sequential aspect but they do have a starting point of establishing a relationship, and an end point of stabilizing the relationship and generating self renewal within the client system.

1. Building Relationships

The Havelock Model begins with stage 1, building a relationship between change agent and client. Havelock (1973:13) suggests that the ideal relationship between change agent and client has several characteristic properties as outlined below:

(1) Reciprocity - a give and take or mutual exchange.

(2) Openness - an atmosphere of mutual trust.

(3) Realistic Expectations - based on practical aspects.

(4) Expectations of Reward - a realistic idea of the value of the change and its success.

(5) Structure - some definition or roles, working procedures, and expected outcomes.

(6) Equal Power - neither the change agent nor the client should have the power to compel the other to do anything.

(7) Minimum Threat - the very idea of change can be threatening, this perception must be minimized by the change agent.

(8) Confrontation of Differences - frank discussions of differences, an honest tolerance of each other.

(9) Involvement of All Relevant Parties - the client and all directly influential parties should be aware of the change agent.

2. Diagnosis

The second stage of the Havelock Model is that of Diagnosing the problem. Havelock (1973:63) describes diagnosis as:

Diagnosis is a systematic attempt to understand the present

situation. A good diagnosis is a description of the client's problem which includes the essential details of symptoms, history, and possible causes. . . .

In summarizing the salient points to be considered in a good diagnosis Havelock, (1973:75) lists the following:

(1) Above all, make some kind of diagnosis. Try to find out what the client needs before you charge in with "solutions".

(2) Identify and list the obvious symptoms as stated or presented by the client.

(3) Look for second-level symptoms which may underlie the obvious ones.

(4) Infer underlying causes when you see patterns of symptoms but do not assume them when you lack sufficient evidence.

(5) Identify opportunities and strengths as well as problems and weaknesses.

(6) Look at your client group as a "system" and construct a diagnostic inventory from a systemic viewpoint.

(7) Work with your client to establish meaningful, obtainable, and measurable objectives.

(8) Try to get maximum participation from members of the client system in the diagnostic process.

(9) Always consider the impact of diagnostic information on your relationship with the client. Even if you must confront the client with unpleasant facts about himself, try to do it constructively, not destructively, stressing the benefits of changing rather than the horrors of his present state, and using specifics, not general and sweeping indictments.

3. Acquiring Resources

The third stage of the Havelock Model is that of Acquiring Relevant Resources. Havelock, (1973:78, 79) discusses seven purposes for acquiring resources. These are:

(1) For Diagnosis -

resources which help us to understand the client system

and its needs and problems.

(2) For Awareness -

information we get from scanning the field of education, showing the range of alternative possibilities for change: "Awareness" is general knowledge of what is "new" and what is available; it provides images of solutions but not details.

(3) For Evaluation-Before-Trial -

information which allows us to judge and compare alternative solutions; information about "validity", "reliability", and "effectiveness" of the innovation as demonstrated in other settings.

(4) For Trial -

resources which allow us to demonstrate the innovation in our own setting; information which explains in detail how to try out an innovation on an experimental basis; a sample; a home demonstration.

(5) For Evaluation-After-Trial -

information which helps us to evaluate the success of the trial and helps us determine if the innovation solves our problems and meets our needs. Such information must be generated within the client system itself. It cannot be acquired from outside sources.

(6) For Installation -

resources which provide detailed information on start-up costs and requirements for new staff, training, and readjustments so that we can plan for systemwide adoption of an innovation.

(7) For Maintenance -

information on long-term costs and problems of upkeep; what we need to know to evaluate and to assist in maintaining the innovation on a continuing basis after installation.

In concluding his remarks about acquiring relevant resources Havelock, (1973:95) states:

> . . . the change agent and the client system must decide how much time, money, and energy they can or should devote to resource

> acquisition for their particular problems. This must be weighed against the goals they wish to achieve and their purposes for embarking on the process. . . .

4. Choosing the Solution

The fourth stage of the Havelock Model is that of Choosing the Solution.

Havelock, (1973:99) suggests a four-step sequential process that could be used in choosing solutions:

(1) Deriving implications from research.

(2) Generating a range of solution ideas.

(3) Feasibility testing.

(4) Adaptation.

He further suggests that because there is no "one" right solution and no "sure" path to the right solution for a given situation each new innovation should be pilot tested before a decision to adopt is made.

5. Gaining Acceptance

The fifth stage of the Havelock Model is that of Gaining Acceptance.

Havelock, (1973:111) considers four issues are particularly important in this stage:

(1) How individuals accept innovations.

(2) How groups accept innovations.

(3) How to choose a communications strategy which is effective for individuals and groups.

(4) How to maintain a flexible program for gaining acceptance.

Havelock advises that an open, collaborative and flexible strategy should be adopted.

6. Stabilizing the Innovation

The sixth stage of the Havelock Model deals with stabilizing the Innovation and Generating Self-Renewal.

Havelock (1973:14, 15) enlarges on three facets of the process of stabilizing the Innovation and Generating Self-Renewal, namely:

(1) How to insure the continuance of a particular innovation once it has been accepted by the client system.

(2) The concept of system self-renewal.

(3) Problems related to the act of disengagement, the final termination of the relationship with the client.

He suggests that a change agent can begin to think about disengagement when he starts to observe signs of internalization of the innovation, or, preferably, when he sees signs that a self-renewal capacity is beginning to build. Because follow-up and continuing aid in adaptation may be needed the disengagement process should be gradual. Specific commitments to continued work on the innovation should be discussed during the closing phases of the relationship. Complete termination is neither necessary nor advisable in most situations. After the change agent has departed he should be available for emergency help.

Change Agent Roles

In each of the six stages the process is accomplished through the interactions of a change agent and a client. At any one time a change agent can play one of four roles: (1) a Catalyst, (2) a Solution Giver, (3) a Process Helper and (4) a Resource linker.

The role of a "Catalyst" is that of overcoming inertia. He gets the problem solving process going.

The "Solution Giver" has solutions that he would like to see adopted or believes are best for the client, and, therefore, proposes these to the client system.

The "Process Helper" shows the client: (a) how to recognize tnd define needs; (b) how to diagnose problems and set objectives; (c) how to acquire relevant resources; (d) how to select or create solutions; (e) how to adapt and install solutions; and (f) how to evaluate solutions to determine if they are satisfying his needs. The "Resource Linker" role involves bringing together needs and resources: ". . . the person who brings people together, who helps clients find and make the best use of resources inside and outside their own system." (Havelock, 1973:9).

It should also be pointed out that the above roles are not mutually exclusive and that the roles can be played either by outsiders or insiders.

The model developed for this study was adapted from the model by (Havelock, 1973:11-15). The model was specifically chosen for this study because it either explicitly or implicitly encompasses all of the features of the other models examined in the review of literature.

Inquiry Questions

The Havelock Model was used as a guide to develop the following questions about change in the instructional/learning system which occurred at Mount Royal in the time period 1966 to 1972.

Identification of Changes

1. What planned change, if any, occurred at Mount Royal College concerning instructional techniques?

2. What planned change, if any, occurred at Mount Royal College in student learning modes?

3. What planned change, if any, occurred at Mount Royal College concerning student resource materials?

4. What planned change, if any, occurred at Mount Royal College concerning instructional staff?

5. Who were the change agents at Mount Royal College?

6. What were the roles of the change agents at Mount Royal College?

Identification of Processes

1. Was the process of building a relationship conducive to innovation used, if at all, to effect planned change?

2. What diagnostic processes, if any, were used to effect planned change?

3. What processes of relevant resource acquisition, if any, were used to effect planned change?

4. What processes of choosing alternatives, if any, were used to effect planned change?

5. What processes of gaining acceptance for the innovation by all members, if any, were used to effect planned change?

6. Was the process of stabilizing the innovation and generating self-renewal used, if at all, to effect planned change?

Application of the Framework

The change process model and inquiry questions were used in this study to provide a framework for analyzing the processes of change which occurred at Mount Royal College. The Havelock Model provided a framework of stages or phases deemed necessary for a successful planned

change, and details of the change agent roles involved in such processes. The inquiry questions served to guide the enquiry of whether these processes could be found to have occurred at Mount Royal College. The Model and inquiry questions were used to determine the congruence of the change processes discovered at Mount Royal College with those processes deemed necessary to a successful planned change as determined by the Havelock Model.

Conducting the Study

In the fall of 1974, some two years after the official opening of the Lincoln Park Campus, Mount Royal College, through its Director of Educational Development made contact with the Field Services unit within the Department of Educational Administration, University of Alberta, Edmonton to conduct an Evaluation Study of Mount Royal College's Instructional Model. This study would give the College an opportunity to determine its present status relative to what it had expected to accomplish in the move to a new campus and the accompanying changes in instructional modes.

The data generated for this evaluation come from documents, interviews, time logs, opinionnaires, memoranda and taped conversations gathered and obtained at Mount Royal College by a study team from the University of Alberta. Supplementary documentation and information were gathered from the Alberta Colleges Commission, the Alberta Department of Public Works, the Alberta Department of Advanced Education, and from the Alberta Statutes files at the University of Alberta Law Library. These data together with personal interviews with persons connected with, or formerly connected with, Mount Royal College, form the material

which was used to develop the case narrative. The data generated by the research team, in their evaluation study of Mount Royal College lend themselves to the technique of obtaining case materials. Good (1972:329) states that, "when interpretations, diagnoses, or prognoses have been made on the basis of case materials, the record may then be considered a case study. . . ." By utilizing the data from the Mount Royal College study it was possible to ascertain certain planned change processes involved, and to identify committees, groups, and individuals involved.

Summary

This chapter contains a rationale for the choice of a case study method for this study and a defense of this choice. As well, the analytical framework--the Havelock planned change model, was detailed and the inquiry questions generated for this study were presented. Finally the method of conducting this study was outlined. The case narrative is contained in Chapter IV and the analysis of the case is presented in Chapter V.

CHAPTER IV

PLANNED CHANGE AT MOUNT ROYAL COLLEGE

THE CASE STUDY NARRATIVE

Introduction

This chapter presents a chronology of events in the history of Mount Royal College from its founding in 1910 up to the end of the calendar year of 1972.

The focal point will be the events which led to the development and implementation of the concepts underlying the instructional/learning system as the College underwent a series of major changes in the time period from 1966 to 1972.

"The basic approach of the case study is to deal with all pertinent aspects of one thing or situation. . . ." (Good, 1972, 2nd ed.; 328).

The major portion of this case study narrative has come from Appendix F of An Evaluative Study of the Mount Royal College Instructional Model (Ingram et al.: 1975). A portion of that document was done in collaboration with Bill Workman and Laird Sherwood whose efforts are acknowledged with many thanks by the author. A portion of this selection was obtained from Anderson, R.N., Instructional Analysis of Mount Royal College. Calgary: Mount Royal College, 1964. This chapter refers to some of these data by direct quote and others by name only. The Bibliography contains a complete list of all sources of documentation for this study including Mount Royal College documents and interview tapes.

THE YEARS 1910 - 1966

Mount Royal College was founded in 1910, under the name of Mount Royal College, by the Board of Colleges of the Methodist Church, and through the efforts of a group of public spirited citizens, one of whom was the Rev. G.W. Kerby, Minister of Central Methodist Church, Calgary. In the fall of that year, the Legislature of the Province of Alberta granted the College a charter to conduct an institution of learning for both sexes in elementary and secondary education, and for instruction in music, art, speech, drama, journalism, commercial and business courses, and in technical and domestic courses. The management and administration of the College were placed in the hands of a Board of Governors, which was to consist of between 24 to 40 members. The Hon. W.H. Cushing was appointed Chairman of the Board of Governors, and G.W. Kerby was appointed as the first principal of the College. The College opened in 1911, with an enrolment of 154 students.

With Church Union in 1925, Mount Royal College came under the supervision of the Board of Colleges and Secondary schools of the United Church of Canada, with its Board of Governors being appointed by the General Council of that Church.

In 1931, a university department was established in the Junior College Division, and the College became affiliated with The University of Alberta in Edmonton; this affiliation agreement called for renewal every five years. In the same year, the College discontinued its elementary school program because, by this time, elementary schools had been established in virtually all communities of the Province. As well, the Junior College Division began teaching arts and science courses at

the freshman and sophomore levels.

G.W. Kerby, the first Principal of Mount Royal College, retired in 1942, and was succeeded by J.H. Garden, who served as Principal until 1959. Several changes were effected during this 17-year period. In 1944, through an Act to amend the Act to Incorporate the College, the College charter was amended to enable it to offer university-level courses; an engineering department was created in 1946, with R.W. McCready as Head of that department. During this same period, renovations were made to the building in which the College was located, and construction of the Kerby Memorial Building and the G.D. Stanley Gymnasium was completed in 1949.

In the fall of 1956, a Business Administration department was established within the Junior College Division. A rapid increase in enrolment at this time demanded an examination of future space and staff requirements; to meet the immediate needs of the College, a wing was added to the Kerby Memorial Building in 1957.

The Public Junior Colleges Act, 1958

In April, 1958, the Provincial Legislature passed an Act to provide for the establishment of public junior colleges. Under this Act, junior colleges could be established by one or more school boards, with the consent of the Minister of Education, and with approval of affiliation by The University of Alberta. Junior Colleges as established would offer day courses of an academic, vocational, cultural, or practical nature, as well as "short courses" of a non-credit nature. Specifically, the colleges would offer: (a) university subjects at a level not higher than the freshman year, (b) with the approval of The

University of Alberta, university courses at other than the first-year level, and (c) other subjects of a general vocational nature not provided for in the Provincial high school curriculum.

School boards choosing to establish colleges would, under the Act, create a provisional committee to study the need for a college, make application to establish the college, execute an agreement between any participating boards, and apply for incorporation of the college.

The Anderson Report (1964)

As the 1950's drew to a close, the pace of activity at the College contained to accelerate. In 1959, J.H. Garden retired as Principal, and was succeeded by John Collett, who had been Dean of Mount Royal College since 1948. In 1961, the Kerby Memorial Building was renovated and a large, new wing was added. This gave the College new classrooms and science laboratories, an adequate library, a snack bar and lunch room seating 120 persons, and an up-to-date students' lounge.

In 1963, the College's Board of Governors commissioned R.N. Anderson (University of Alberta, Calgary) to perform an analysis of all facets of the College's operations. By that time, enrolment at the College had reached 720 in the Academic Division (Departments of Arts and Sciences, Engineering, Business Administration, Career programs, and Commerce), and 1,120 in the Fine Arts Division (Conservatory of Music, Department of Education and Physical Culture, and Department of Fine Arts). In addition, there was every indication that the growth in enrolment would continue; the matter of securing adequate accommodation for this growing enrolment was one of considerable urgency.

The Anderson Report was completed in 1964, and contained

recommendations related to organizational structure, finance, facilities, faculty nomenclature and promotions, scholarships, university transfer agreements, and a number of other areas of the College's operations. Of particular interest, for the purposes of this case study, is the following excerpt from the recommendations of the Anderson Report:

> It is recommended that the committee on "Property" give immediate attention to a total study of the location, accommodation and facilities of Mount Royal College in order to present the necessary recommendations for future growth and expansion of the College. Relevant data for such a study are contained in the section of this report entitled "Physical Plant." This committee could require information from the Academic Senate as to their judgment concerning the desirable maximum enrolment that Mount Royal College should prepare to accommodate. The establishment of a maximum enrolment figure with emphasis on quality education rather than continued expansion with emphasis on quantity enrolment is strongly recommended. Almost all aspects of future planning for the College depend on this recommendation.
>
> There is already abundant evidence that classroom and laboratory accommodation is far from adequate for the number of students presently enrolled.

R.N. Anderson further recommended that the organizational structure of the College be changed, primarily with respect to the various committees and other groups which advised the Board of Governors and Principal of the College; this proposal included a change in the title of the chief executive officer from "Principal" to "President."

As a result of the Anderson Report, an Academic Senate, broadly representative of the educational community, was established to advise the College Administration on academic matters. In addition, the organizational structure was changed to that proposed in the Report.

On one hand, The Anderson Report signalled the end to an era in the history of Mount Royal College, since it provided an assessment of the development of the College to that point in time. On the other

hand, it pointed out a need for some re-vitalization and re-directing of the thrust of the College, and formed a basis upon which selected changes could be made.

In 1964, the University and College Assistance Act (Alberta) was passed. This Act provided for the payment by the Province of a sum of money for each full-time student enrolled in university-level courses, a sum of money for each full-time student enrolled in courses recognized by the federal government under the Technical and Vocational Training Act, plus support for other courses which might be offered by a college.

The College Becomes a Public Institution

The Alberta Government in 1965, introduced an Act to amend the University and College Assistance Act (1964), which was assented to April 12, 1965. The purpose of this Act was to outline the form and schedule of payments the Government was prepared to make to junior colleges.

During April, 1966, the Government of Alberta presented an Act respecting the Establishment and Operation of Mount Royal Junior College, which would allow the Board of Trustees of Calgary School District No. 19, and other school districts and divisions in the vicinity of Calgary that wished to participate, to establish a public junior college with the name Mount Royal Junior College (MRJC). This bill was given Royal Assent on April 18, 1966.

At the same time, the Board of Governors of Mount Royal College petitioned the Alberta Legislature for an Act to amend its charter of incorporation to change the name of the College. The Act, assented to

on April 18, 1966, deleted the words "Mount Royal" whenever they appeared in Chapter 39 of the Statutes of Alberta, 1910, and amendments thereto, and substituted the words "George K. Kerby". Thus, the new name of Mount Royal College was to be George W. Kerby College when the Act was proclaimed. This change of the name of the original college allowed the Board of Trustees of the new College to use the name "Mount Royal", which heretofore belonged to the original Mount Royal College and its Board of Governors.

Another status change which occurred in 1966 was that of the University of Alberta (Calgary). With the granting of autonomy to the Calgary Campus of the University of Alberta, its name changed to the "University of Calgary". This also necessitated the negotiation of an affiliation agreement between the new University of Calgary and Mount Royal College.

The Junior College Committee of the Public School Board continued to gather information about current and past operations of Mount Royal College during the spring of 1966. By June 7, 1966, agreement between the Boards participating in the establishment of a Public Junior College had been reached. At the same time the Board of Governors of Mount Royal College had approved, in principle, the proposed agreement between the Calgary Public School Board, the Board of Governors of Mount Royal College, and the Calgary Separate School Board.

On July 14, 1966 an agreement was reached between all parties for the takeover and operation of Mount Royal College, and under the terms of the Public Junior Colleges Act, was sent to the Minister of Education for approval. On July 26, 1966 the Minister of Education

reported to the Executive Council that the agreement was satisfactory, and that it had his consent and approval. The Executive Council gave its approval on August 31, 1966 and proclaimed the Mount Royal Junior College (MRJC) Act, 1966. Thus, MRJC officially came into being on September 1, 1966.

On being informed of the proclamation of the MRJC Act, the Board of Governors of Mount Royal College requested the Lieutenant Governor-in-Council to proclaim the Act changing the name of the old college. On October 4, 1966 the changing of the name from Mount Royal College to George W. Kerby College was effected. Henceforth the Kerby College Board would not operate a college, but would provide scholarships and similar assistance to the new college.

On September 1, 1966, Mount Royal College became the new public junior college, Mount Royal Junior College (MRJC) and thus ended its 56 years of affiliation with the United Church of Canada. A Board of trustees was established consisting of members appointed by the Calgary Public School Board, Calgary Separate School Board and the Board of Governors of the old Mount Royal College (now George W. Kerby College). The Board of Trustees of the new MRJC took over the facilities, the staff, and the programmes preveiously offered by the old College. John Collett was to remain as President of the new College for one year before resigning from office in the spring of 1967.

THE YEARS 1967 - 1972

Amendments to the Public Junior College Act

The Provincial Government amended the Public Junior Colleges Act (1958) in early 1967, in order to organize a Provincial Board of

Post-Secondary Education. This new Board was to review and co-ordinate the work of the junior colleges, as well as to keep the Minister advised on all matters related to the administration of the PJC Act. It was composed of 15 members appointed by the Lieutenant Governor-in-Council.

Henceforth MRJC would operate under the terms of the amended PJC Act, and would be responsible to the Provincial Board of Post-Secondary Education. The President of MRJC would sit on the Junior Colleges Advisory Committee which advised the Provincial Board on Junior College matters.

Meanwhile, the new Board of Trustees of MRJC, being committed to developing a comprehensive college which would be responsive to the educational needs of the community, made extensive renovations to its campus in downtown Calgary during the summer of 1967 to provide improved facilities and additional classrooms for a growing student population.

Site Selection

The MRJC Board of Trustees wished to pursue some of the recommendations of the aforementioned Anderson Report, and struck a Building and Property Committee to give immediate attention to a total study of the location, accommodation, and facilities of MRJC. The Board advertised for an architect to do exploratory work in a new campus. During August 1967, the architectural firm of Stevenson, Raines, Barrett, Hutton, Seton and Partners of Calgary was engaged to do preliminary development work for the new campus. N.J. Gamble, the Presidential Assistant and Direcor of Planning at Mount Royal College, was appointed secretary of the Building and Property Committee. A.W. Fullerton and J.A. Barrett were the representatives from the architectural firm that

worked with N.J. Gamble and were involved with both the Building and Property Committee of the Board and the Interim General Faculties Council (I.G.F.C.) Planning Committee of Mount Royal College.

The concept of place developed by these men was a key idea in planning the design of the new College.

At a later date N.J. Gamble was to recall the concept of place as ". . . the physical design of the non-academic areas. . . the architects' conception of the place, the quality of the environment, ... (Gamble Interview).

In the first year of their appointment, the architects concentrated on trying to conceptualize the essence of the new college in its most general terms:

> They were concerned with the concept of place, of how physical facilities reflect a human environment; they were concerned with things like community and interaction, and all the non-academic needs that people have when they spend a significant portion of their life within a building.
>
> The architects believed very strongly in participative planning . . . and so a whole series of meetings were held with people on staff. The architects wanted to understand how people perceived the college; they wanted to understand its philosophy as each person saw it, and they wanted to try to sense what the staff envisaged as a place that would embody that philosophy.
>
> In addition to this kind of input, they were also looking at other things such as enrollment projections, phasing, and growth. As they were getting all this information from people, they were also educating them as to how an architect thinks and develops an idea.
>
> The architects, as much as anything else, were trying to educate people as to their needs as designers. (Gamble Interview)

When asked for his impression of how this "education" took place, N.J. Gamble recalled that:

> In the initial phase it was a case of just talking to people in various areas--sort of a random sample. The architect (A.W. Fullerton) would come in and talk to people; spend time

> in the canteen and other areas, getting the feel of the place. He must have spent about two or three weeks doing this.
>
> As this process was going on they were beginning to formulate some growth plans; how a college of this proposed size could be phased and how it could be built to be flexible, and growth could take place. They did some rough schematics to emphasize some of these concepts so people could understand what it was that they were really searching for, and to give a statement of character. (Gamble Interview)

Two sites had been proposed by the Board of Trustees, and the architects were to assess the potential of each of them; the two sites were the existing downtown site and a site situated at Lincoln Park, which is located in southwest Calgary.

Right from the start there was "a definite swing on the part of the Board to the Lincoln Park site as opposed to the downtown site." (A.W. Fullerton quoting N.J. Gamble in a memo dated October 5, 1967, Process I). At a later date, Gamble recalled that:

> The Board was skeptical (about the downtown site), not so much from an educational point of view, as from a political point of view. They were concerned whether tri-party agreements, parking, ultimate size of parcel, transportation and access, and other provisions would be kept. One of the key Board figures was Joe Comessotti. He had been through this kind of hassle with the Separate School Board. He was somewhat embittered because of the delay and failure of the city to meet certain commitments that had been made with regard to that site. He was a very strong person on the Board, and was also Chairman of the Planning Committee. (Gamble Interview)

In November 1967, the Provincial Government informed the City of Calgary that it was reserving the Lincoln Park site for an Apprenticeship Training School and possible MRJC. The Board also engaged N.J. Gamble, whose basic responsibilities were "to plan, supervise, and co-ordinate all aspects of the development programme for a new campus for MRJC within the stated policy of the Board of Trustees." N.J. Gamble was also "to plan, supervise and co-ordinate all aspects of the development programme for the interim campus."

An Affirmation of Policy

During the winter of 1966-67, the MRJC Administration issued a general Statement of Policy reaffirming the College's commitment to serve the community in areas where needs in education were discovered. MRJC adopted the position of "admitting to the College any person, irrespective of race, colour, creed or previous educational background, who sincerely wished to attempt to increase his skills and knowledge." It was asserted that the College would have "failed in its commitment to the community if a student left the College without having found some dimension of personal growth." It was asserted that "the life of the spirit is an integral part of the really educated man and seeks to help the student grow in faith." In addition, the General Statement held that "education belonged to all activities and did not reside solely in the classroom and the laboratory."

The MRJC Policy Statement provided some guidelines as to the type of institution for which N.J. Gamble was to begin planning. N.J. Gamble, Assistant to the President and Director of Planning, was directly responsible to the President of the College, he was also to serve as Secretary to the Building and Property Committee of the Board of Trustees of Mount Royal Junior College. His staff role was to act as the key liaison officer for the College both internally and externally in all matters pertaining to planning. His mandate within the College was twofold:

1. Plan, supervise, and co-ordinate all aspects of the development programme for a new campus for Mount Royal Junior College within stated policy of the Board of Trustees.

2. Plan, supervise and co-ordinate all aspects of the development programme for the interim campus.

The Development of a Plan

During the fall of 1967 the architects and administration visited post-secondary institutions in California, Michigan, North Carolina, Massachusetts, and Ontario to study campus design, and attended several conferences on campus planning. In November, 1967, guidelines for the development of a new campus were approved by the Building and Property Committee, and work began on a master development plan. The main objective of this plan was to develop a growth system flexible enough to allow for as many eventualities as possible. The system was to be analyzed in relation to the two proposed sites. This growth system was presented to, and approved by, the MRJC Board of Governors in February, 1968.

In the spring of 1967, John Collett resigned as President of MRJC. The Board of Trustees appointed R.W. McCready as Acting President and Dean of Instruction until a President could be found. (R.W. McCready was formerly Executive Vice-President at Mount Royal Junior College.) The Board began seeking a successor in the summer of 1967, and it would be a year before a new President was appointed.

In "The Character of the College," a paper outlining the College's philosophy, along with the guidelines approved by the Board for the development of MRJC, seven areas of concern were outlined. A tentative statement of the character of the College had earlier been prepared by the College's administration (under John Collett) and the Board's Building and Property Committee. The main points of this 1967 statement were as follows:

1. The facilities must possess an architectural character reflecting an institution that has an integrity which distinguishes it

from any other educational institution. The college must be flexible enough to accommodate increasing enrolments, and must provide residential accommodation for up to 25 percent of the students, as well as parking facilities for two-thirds of the student body.

2. The college should provide a strong sense of "place" and should reflect unity and cohesiveness. Because of climatic conditions emphasis must be given to a warm, human inner environment. The commitment to the community should be reflected in campus boundaries that merge with those of the community.

3. The total environment should be regarded as having an effect on learning. The design should encourage spontaneity and diversity in an informal setting. Social and meeting areas should be provided in a manner to maximize informal learning opportunities. Adequate provisions must also be made for places of privacy and independent thought.

4. Teaching space should not be rigid and formal. Walls and partitions should be flexible to adjust to different requirements as programmes and teaching methods change.

A number of other points were added for possible consideration after the original draft was prepared. These were:

5. Indications were given that the Provincial Government was considering a broader role for regional colleges than previously suggested. It appeared likely that some colleges would be permitted to offer programmes similar to the offerings of the technical institutes.

6. More importantly, there was a likelihood that a few colleges would be allowed to offer the third and fourth years of some programmes,

and to grant degrees.

7. The institution which would emerge if these assumptions proved correct would be a fusion of two institutions common in the United States--the state college and the community college.

Enrolment Forecasts

As mentioned above, MRJC was faced with rising enrolments which presented the problem of where to put the increasing numbers of students seeking entrance to the College. In December 1967, the Research Department of the College published figures indicating trends in full-time enrolments up to 1970 (see Table 2). The data indicate that enrolment at MRJC almost doubled between 1961 and 1966. Estimates showed another increase of approximately 400 students by 1970.

By January 1968, the Joint Planning Committee (architects and Building and Property Committee) was planning to have the College in its new quarters by September 1970, or by September 1971 at the latest. Twenty-five hundred students were being planned for in the first stage of development.

Table II

Mount Royal Junior College Enrolments 1961-1970
with Estimates for 1968-1970

1961	1962	1963	1964	1965	1966	1957	1968	1969	1970
785	747	944	1292	1429	1454	1393	1528	1720	1820

The Mall Concept

In January 1968, the Joint Planning Committee reached general agreement on the idea that the plan of the new campus incorporate an enclosed pedestrian mall, where stimulation was to be provided by presenting a variety of activities to the senses as one wandered along to and from formally structured activities, and adjacent to which instructional, faculty, and administrative facilities would be located.

In developing concepts for the new campus, the ideas of "place" and "community" were interwoven:

> The college should provide a strong sense of "place"--a small college community within the larger community . . . a small community that embodies some of the sheltered, efficient aspects of a shopping mall; the residential living qualities of a Cambridge; and the friendly communal atmosphere of a European village. (N.J. Gamble, Statement of Character and Guidelines for the Development of Mount Royal Junior College. Revised August 30, 1968.)

In breaking this "sense of place" down into its basic elements, the idea of a pedestrian way, or mall, was developed. Gamble noted that it was important:

> . . . to make the campus a community in every sense of the word. There must be provision for staff to interact with students, for students to interact with students, and for staff to interact with staff. The key concept that was developed to give this community structure was a pedestrian mall, or street, system. (Article in the Calgary Herald, September 20, 1968.)

This mall was to be "a living mall--active, not sterile; a sort of central village core that would be the downtown of the campus. The facilities would then be dispersed along the mall" (Gamble, quoted in the Calgary Herald, September 20, 1968). Before the mall concept could be made operational, however, the Students' Union, along with tha administration, would have to decentralize their facilities. The idea was to avoid having certain areas of the building designated for

specific functions or purposes. It meant that "space will be multi-purpose so that as needs change, space use changes without the need for structural alterations" (N.J. Gamble, quoted in the Calgary Herald, September 20, 1968)--in other words, an "open area" college was to be created.

Determination of Site

Following the presentation of the Committee's plan to the Board of Governors of MRJC, the Board reconfirmed its decision to ask the City of Calgary for 55 acres of land in Lincoln Park. The City, however, continued to press for the location of the College in the downtown urban renewal area. According to N.J. Gamble, the City's Planning Department was ". . . pushing very hard for the downtown site because urban renewal needed a people-generator. The College would have been an ideal generator." At this point, further discussions between the City and the College were postponed pending the approval of the Provincial Board of Post-Secondary Education.

At the same time, the architects made known the results of their site evaluation. The professional evaluation team (composed of architects and N.J. Gamble) scored the downtown site more highly than Lincoln Park site.

On February 26, 1968 John Balcers, Director of Information Services, issued a public statement asserting that the existing downtown MRJC facilities would be unable to handle the expected enrolment in the fall of 1970. Estimates of increases in the student population ranged from 2,860 in 1975, 4,716 in 1980, and 11,600 in the year 2000. He spoke of the increasing enrolments at the University of Calgary,

which he suggested would stabilize. He stated that it was expected that 70 percent of Calgary's high school students would go on to further education or training, and that almost half of them would look to MRJC. It was thought that about 60 percent of these would be university transfer students.

On the same date, John Balcers issued another public statement stating that the MRJC Board of Trustees felt that the major disadvantage of the downtown site was the uncertainty regarding the time necessary for land requisition: The City of Calgary was engaged in an urban renewal project, and could not guarantee that the downtown site would be available when the College wanted it. (As an aside, the urban renewal project did not materialize in any significant way, primarily for financial reasons.) The Board also indicated that it felt the Provincial Government, which would pay 90 percent of the capital costs, favored Lincoln Park which was available immediately once Provincial approval was obtained. These concerns overruled the results of the site evaluation study.

Another public statement issued by John Balcers pointed to the fall of 1971 as the earliest probable date that MRJC could find itself on a new campus. Land clearance problems existed, and the construction period was expected to be 20 to 22 months.

New Legislation

On February 14, 1968 the Board of Post-Secondary Education submitted its proposals for a provincial system of post-secondary education to the Provincial Cabinet. In June 1968, the Government approved the proposal in principle, and directed the Board of Post-Secondary Education to prepare new legislation for the 1969 sitting

of the Legislature.

(Meanwhile, the 1968 sitting of the Legislature passed an Act to amend the MRJC Act, 1966, in response to the request of the Calgary Public School Board, the Calgary Separate School Board, and MRJC, as mentioned earlier. The MRJC Act was amended so that MRJC would be able to continue the operation of its high school section until the end of June, 1969. The Act was proclaimed April 25, 1968.)

During the spring of 1968, the Minister of Education had met with City of Calgary officials to discuss the purchase of approximately 140 acres in Lincoln Park for the development of educational facilities, including a campus for MRJC. In August, the City gave approval to the sale of the land subject to satisfactory financial terms. The transaction, however, would not take place until the summer of 1969.

During this same period the College began to study its interim space needs based on enrolment projections. From timing schedules established by the architects it became apparent that the earliest possible date the new campus could open was 1972. On the basis of an additional 600 students seeking enrolment from September 1969 to September 1971, it was estimated that an additional 60,000 square feet would be required at the existing campus during this period.

A report outlining the planning carried on to that date and providing an analysis of the interim needs of the campus was prepared and submitted to the Board of Post-Secondary Education in June 1968. Following a meeting with the Board to discuss the report of all the space available for expansion on a lease basis, a detailed study of space requirements was carried out during the summer of 1968. The

Minister, through the Board of Post-Secondary Education, announced on January 10, 1969 that MRJC would be allowed to lease 18,360 square feet at a downtown location adjacent to the campus at an annual rental of $46,990, with the terms of the lease to expire on June 30, 1972.

Selection of a Consultant

During August 1968, the MRJC Board of Trustees recognized the growing need to engage an educational consultant to assist in developing educational specifications for the new campus. Their objective was to prepare and submit a basic proposal for a new campus (including preliminary cost estimates) to the Government by no later than January 30, 1969. Approximately two dozen potential educational consultants were invited (in August 1968) to submit proposals for a new campus. By early October 1968, the list had been narrowed to four, of whom two were to be given further consideration.

In the meantime, a late submission by the firm of Englehardt, Englehardt and Leggett of Chicago was received. The reviewing committee felt this proposal was worth further consideration, and invited Stanton Leggett of the aforementioned firm to come to Calgary to discuss his proposal; this he did on November 4, 1968. The selection committee of the Board was impressed and, on November 14, 1968, N.J. Gamble, Presidential Assistant in charge of planning, announced that the Committee would recommend Stanton Leggett as the Educational Consultant. The Board of Trustees of MRJC approved the recommendation of the Building and Property Committee to appoint Englehardt, Englehardt and Leggett Incorporated as consultants on November 23, 1968. Stanton Leggett began work on December 2, 1968.

Aside from his impressive interpersonal capabilities, a major factor in the appointment of Stanton Leggett was his intention to complete his investigation within three months. (Gamble Interview)

The College was endeavouring to keep the public informed with regard to progress being made in planning for a new campus for MRJC. In addition to the news releases of John Balcers, Dick Bercin, writing in the "Reflector" of March, 1968, stated that the Provincial Government and the MRJC Board of Trustees saw the possibility that the college might include degree-granting programmes and courses similar to NAIT and SAIT in the future. The College was seen to develop into a comprehensive institution with emphasis on a community college role, but would grant degrees in some areas.

A student forum was held on February 27, 1968 where the architects (represented by A.W. Fullerton) explained the plans for both the downtown urban renewal area and Lincoln Park sites using models, maps and slides during his presentation. A similar presentation was made before the Calgary Urban Action Committee on March 9, 1968.

Farly in April 1968, the Calgary Public School Board indicated that it wanted to opt out of the Tri-Party Agreement that had made MRJC operational. There is no evidence in the documents or interviews to explain this decision. However, the prospects of the Provincial Government taking over the operations of all colleges in the Province, coupled with unanticipated financial burdens, were likely contributing factors. Representation was made to the Provincial Government to find out if and when it would assume the responsibility for the Junior College. In June 1968, both school boards indicated they would extend

the agreement with MRJC to December 31, 1968 and that no further financial support would be forthcoming after the end of the year.

In the meantime, the Provincial Board of Post-Secondary Education was completing its recommendations for what was to be the Colleges Act of 1969. On November 12, 1968 the Board indicated to the planners of MRJC that there would be no student residences in Calgary.

J.A. Barrett was to recall later this decision by the Board to be inopportune when he stated:

> Things that we thought were very firmly part of the programme, and very important to it, I think I'm speaking primarily of the residences, and the whole mall and the students' union facilities and the aspect of that decentralization, was really thought of always with the residences tightly tied in and a part of it, and the fact that the college could not get the funding from C.M.H.C. to build them thwarted that aspect of it. There's certain life along the mall that didn't happen that should have happened. (Barrett Interview)

A New President

As was mentioned earlier, R.W. McCready had been appointed Acting President of MRJC in July of 1967 following the resignation of John Collett. Over the winter of 1967-68 the Board of Trustees of MRJC carried out a search for a new President for the College. On July 1, 1968, W.B. Pentz was appointed President of the College, and undertook the task of giving a new sense of direction to both the academic and architectural plans for the new campus.

W.B. Pentz was interviewed by the Calgary Herald at that time and stated:

> The transmission of knowledge unrelated to human dynamics is one of the weanessses of the modern large university . . . . The interaction between student and student, teacher and student are as important to the transmission as the material to be transmitted.

In the same interview W.B. Pentz also spoke about the College planning aspects as follows:

> They were pretty well committed to what we call the open concept, to break down the traditional barriers between Faculty and students. At the same time they were talking about hardly any classrooms at all, they were talking about alcoves along the various learning malls. [They = the Board and others.] (W.B. Pentz Calgary Herald interview, September 20, 1968).

(R.W. McCready remained with the College in the position of Director of Instructional Research; he was also responsible for liaison with the University of Calgary. He remained in this position until 1970, when he accepted a position as instructor of chemistry at the College.)

While R.W. McCready was President of the College, the IGFC had formed an ad hoc planning committee to help prepare all staff members for the new MRJC. It held its first meeting in March 1968, and its immediate objective was to prepare guidelines for a Planning Seminar which eventually took place at the Calgary Planetarium on April 29, 1968. Both staff and students participated in this session, and a set of objectives covering student, instructional, environmental and social interaction areas compiled. Initially, the architects were very much involved with this Committee, but after the summer of 1968, ceased to have any involvement.

With the arrival of President W.B. Pentz in July 1968, came many changes, among which was a change in the relationship between the IGFC ad hoc Planning Committee and the Administration. Where formerly the Committee reported directly to the top Administration, it was now to report to the Curriculum Committee of the General Faculties Council.

W.B. Pentz was to recall later his version of this change as follows: "At that time I had a President's Advisory Committee. It

was difficult to have faculty meetings. I don't know what you get if you meet with the whole faculty anyway." (Pentz Interview)

As was previously mentioned, Stanton Leggett began work on December 2, 1968, and spent most of that month familiarizing himself with the College. Meetings were held with the architects as well as the Residential Planning Committee at the College. Stanton Leggett utilized much of the information about the College that was already available, including the revised Statement of Character and Guidelines for the Development of MRJC. As well, He used the results of Departmental and Divisional inquiries into space needs and the kind of library that was envisioned. N.J. Gamble had been probing the faculty members of the College as late as September, 1968 to obtain their ideas on what they thought should be incorporated into the design of the new educational facilities, and this information was also readily available.

In mid-January 1969, Stanton Leggett, Educational Consultant at MRJC, presented his concept of a college to an open meeting of the IGFC ad hoc Planning Committee and asked for comment.

At a later date N.J. Gamble was to recall his impression of Stanton Leggett's views as:

> . . . he (Leggett) had a thrust right from the beginning, which was kind of an interdisciplinary, very flexible, task-force approach to education, a problem-solving approach. Or in other words, people would identify problems, work on these problems in depth, and do it in an interdisciplinary way, and a large component of individual study. (Gamble Interview)

By Christmas 1968, Stanton Leggett had returned to Chicago to prepare the first draft of what was to be his "The Idea of a College." On January 6, 1969 he returned to MRJC to present three proposals

based upon concepts of a traditional college, a contemporary college, and a college which was rather avant garde. Initially, reception of the proposals was greeted with mixed feelings, but as time went on, it became apparent that the proposal described as "contemporary" was closest to the general thinking of the planning group at the College, and received the support of W.B. Pentz.

During the spring of 1969 the Province passed The Colleges Act and proclaimed it on August 1, 1969. Under this Act, the Public Junior Colleges Act, 1958, the University and College Assistance Act, 1964 and the MRJC Act, 1966 were repealed. A Colleges Commission was established under the Act to be responsible for all public colleges in Alberta, and MRJC was to become incorporated as a public junior college. At the same time, the College changed its name back to its original name, Mount Royal College, to comply with the new Colleges Act, which deleted the word "Junior" from the names of all public colleges in the Province.

In one way the new legislation governing colleges indicated the end of an era of history of Mount Royal College, since it incorporated many of the provisions of the previous Acts under which the College had operated. In another way, it set the stage for Mount Royal to begin planning its new campus, for it provided new funding for a re-channelling of the thrust of the College.

TRANSITION TO LINCOLN PARK

With the arrival of Stanton Leggett, Mount Royal College began a new phase of its development. The stage was set for Stanton Leggett to work with the Board of Governors, architects, administrators, faculty members and students in an effort to create a model which would

meet the educational needs of the College.

J.A. Barrett was to recall of this time period:

> When Stanton Leggett came on the scene, he not only seemed to agree with, but reinforced and seemed to offer definite roots for the thing that the small group of the Faculty were considering. He claimed the term--the independent study model--which, in many senses, really was a description, we thought anyway, of what the Faculty was attempting to do. This offered what appeared to be a practical model to accomplish it. (Barrett Interview)

This led, ultimately, to the creation of a physical-plant which would reflect the "sense of community" mentioned earlier, while simultaneously attempting to support a novel approach to instruction.

The "Leggett Model"

As noted earlier, Stanton Leggett presented a working paper for consideration, by the College, on January 6, 1969. This paper was entitled "The Idea of a College," and was followed by a revised draft (of the same title) on February 1, 1969. These two documents addressed the need for space and facilities on a "per programme" basis, using 1968 enrolment figures as bases in making estimates.

In the first document, three models of instruction were discussed: (1) the "traditional", which employed the typical lecture format virtually exclusively; (2) a lecture-seminar-individualized instruction approach, among which instructional time was apportioned in the ratio of 30 percent; 20 percent; 50 percent respectively; and (3) an interdisciplinary task force approach, in which ". . . the central focus is an issue toward which students and faculty pool their efforts to find useful approaches to major current problems." The second document was devoted entirely to a discussion of the application of the lecture-seminar-individualized instruction approach to the

Mount Royal College setting. This approach had been approved at the Division Chairman level for continued exploration in the planning process, and became known generally as the "Leggett Model."

N.J. Gamble's recollection of this time, framed this concept as:

> The most significant input to the academic part of it was, of course, Leggett, and the learning library. . . . The acceptance of the independent study proposal was what allowed people to accept the physical expression of a learning library. (Gamble Interview)

A Site is Obtained

In July 1969, the Provincial Government informed Dr. Pentz that approximately 136 acres of land at Lincoln Park had been reserved for the new Mount Royal College. This land was officially set aside on June 26, 1970, after the City of Calgary and the Provincial Department of Public Works had transacted negotiations which saw the Lincoln Park property transferred to the Province, then finally to the Mount Royal College Board of Governors on December 1, 1972. (The Provincial Government, however, retained title to the land, a move which was later to prevent the College from obtaining student residence mortgage funds.)

The Academic Council

The demise of the IGFC Planning Committee did not end the cooperative planning efforts of the faculty. In the late spring of 1969, the Faculty Association struck an exploration committee to work with W.B. Pentz in an attempt to resolve communication problems which had developed between the faculty-at-large and the Administration of the College, and which had grown more intractable over the years. A joint report by this committee and the Administration recommended the

formation of an Academic Council at the earliest date, and not later than October 1, 1969. It was hoped that this Council would involve faculty members and administrators alike in recommending policies to the Board. The Academic Council was not formed, however, until late 1970, and held its first meeting on January 29, 1971.

Construction to Begin

W.B. Pentz, as President of Mount Royal College, sat as a member of the Junior Colleges Advisory Committee of the Colleges Commission. The Commission received a submission from Mount Royal College on November 3, 1969 concerning the construction of approximately 600,000 gross square feet of educational facilities at Lincoln Park. This submission was presented to the Commission as a motion at a meeting in Edmonton on November 13, 1969. The motion was carried, and the recommendation for this construction went to the Minister of Education for his approval. The construction costs were not expected to exceed $25.00 per square foot; in addition, funds were to be approved for site development and equipment. A summary of the costs involved in the above motion were as follows:

Educational Plant (including professional fees)	$15,000,000.00
Equipment (including professional fees)	1,925,000.00
Site Development (including professional feee)	1,185,000.00
	$18,110,000.00

At this same meeting, four more motions were presented and carried. One concerned the inclusion of student facilities in the Mount Royal College plans, to be financed by the government to the extent of 10 percent initial capital, with the remaining 90 percent to be mortgage

money. The second motion concerned student association areas at Mount Royal College. The recommendation was made that these be incorporated into the College building, with the degree of governmental support to be at the pleasure of the Government. A third motion concerned the sales tax rebate monies and the transfer of funds to Mount Royal College. The fourth motion suggested that professional fees for the employment of educational consultants be considered part of the total cost of the project.

The year 1969 was drawing to a close and Mount Royal College was still busy on many fronts. The faculty was engaged in considerations of space requirements for a new campus. The architects had submitted preliminary floor plans for faculty consideration and comment. N.J. Gamble had to submit more detailed information about floor plans, equipment and space to the Government. Concerns were being expressed to Stanton Leggett by the architects with regard to privacy and noise control. The City of Calgary had approached the College with a proposal for shared recreational facilities.

More Leggett Papers

In collaboration with the architects, in December 1969, Stanton Leggett presented the College with a paper entitled "Space Requirements for 10,000 Students." This document was a guide to a projected expansion of the College from 3,000 to 5,000 students and then to 10,000 students. Stanton Leggett, in conjunction with the architects and Philip Lewis, Consultant on Media and Educational Technology (Instructional Dynamics, Inc., Chicago, Illinois), prepared a document entitled "Materials for Learning: Communication Systems at MRJC."

This document outlined, in broad terms the types and amounts of equipment needed to facilitate individualized learning at the College, particularly in the learning library.

N.J. Gamble recalled the original planning as:

> . . . when this learning library was originally laid out . . . it was laid out in the Leggett Model, like 4 or 5 offices in a star-shaped cluster, little pockets, table discussion kinds of things, for the small little groups, and the individual study areas. . . . (Gamble Interview)

The year drew to a close with an announcement to staff by W.B. Pentz on December 4, 1969, that there was a commitment by the Board of Governors to the Lincoln Park site for the new campus. The architects announced on December 29, 1969 that the construction plans and documents would be completed by July 1970.

On these progressive notes, but with no slackening of the cooperative effort of those concerned and involved in the many processes, Mount Royal College moved into the new year of 1970.

Ten-year Development Plan

On January 12, 1970, N.J. Gamble presented a ten-year development plan for the College based on a commitment to change. A few days later, Stanton Leggett reviewed the 3,000 student plan. There had been no changes made by the Building and Planning Committee of Mount Royal College Board of Governors. Later that month, Stanton Leggett suggested that N.J. Gamble and his committee members visit Boston to obtain first-hand information about libraries. Meetings and discussions continued, with Stanton Leggett speaking to various groups of concerned people, among them the Agriculture Faculty--presumably of University of Calgary--concerning programmes for the new campus.

The Educational Thrust of the New Mount Royal College Campus

In April 1970 a statement of "The Educational Thrust of the New Mount Royal College Campus" was issued, promoting the independent study form of education, with an emphasis on problem-solving. By May 1970 the Administration and Planning Committee could see that the time-line proposed earlier was not going to be flexible enough to accommodate all the tasks remaining. Consequently, on May 8, 1970 the faculty was advised that those with major responsibilities were not to take holidays before July 21.

Site Location

Site location discussions were still being carried out by the provincial Colleges Commission, and one such meeting was held at Mount Royal College on May 4, 1970. On May 15, 1970, a motion was made at a Colleges Commission meeting to reiterate the Commission's support of the relocation of Mount Royal College on the Lincoln Park site. The motion carried, and a suggestion was made that the best possible use of the land be made when planning facilities at this location.

The Colleges Commission, at its June 11, 1970 meeting, passed a motion that ". . . the [Commission] staff be authorized to process the Mount Royal College project within the guidelines previously established by the Commission, and to negotiate the reduction in size of site." On September 9, 1970, tenders were called to decide on a contractor and the site size was established at 83 acres. The contractor chosen was Hashman Construction of Calgary and construction of the new campus began in October 1970.

Toward '72

In September, 1970, a Research and Development Office, headed by W.R. Bate, was created at the College. Bate's task

> . . . was essentially to try and stimulate activity amongst the faculty to implement courses and educational approaches that were workable on the new campus, and which presumably, were a reflection of some of the basic notions of Leggett. (Bate Interview)

Later that month, W.R. Bate presented a paper entitled "Toward '72." This was to be used by the Faculty as a guideline for development of courses at the new Lincoln Park Campus in 1972. The College continued in its efforts to prepare for the planned changes that were to be made in both instructional techniques and in instructor-student interactions at the new campus. In anticipation of the new campus, the Board of Governors adopted three main guidelines for the operation of the College at its new campus:

1. a comprehensive, flexible and current curriculum would be offered;

2. accommodation of any adult who expressed a willingness to learn; and

3. availability of an active counselling and guidance programme.

To make these requirements operational, the College adopted the following objectives:

1. to provide career education which would lead to gainful employment, as well as programmes in which students might transfer to senior institutions;

2. insofar as possible, to admit anyone with a high school diploma, or who was at least 18 years of age; and

3. to help the student to choose reasonable alternatives in

the successful pursuit of his educational goals.

Planning and experimentation continued at the old college site throughout the remainder of the 1970 Calendar year. An auditorium at the downtown campus was renovated in an attempt to simulate open-area laboratories and a learning library, as they were anticipated to be created at the new campus. Staff members were encouraged to participate in this experimentation, and to report their impressions to the IGFC.

Development of New Instructional/Learning System

Mount Royal College had a long history of change in its educational offerings. As already moted it had begun its operation offering elementary and secondary education, and instruction in music, art, speech, drama, journalism, commercial and business courses, as well as technical and domestic courses.

Over the years these offerings altered and changed so that for some time in its long history it was known as a "salvage institution, an institution which tried to respond to the particular educational problems of individual students." (Bate Interview)

The commitments to change and adaptation of teaching methods by the College were of great concern to those people involved in the planning process at the old site. Prior to the engagement of the architects in August of 1967, the Dean of Business Administration was alerting staff to submit their programme requirements.

The IGFC ad hoc planning committee attempted to organize the instructors through a seminar on teaching process and space. A subsequent report of this seminar issued in March 1968 contained the following summary:

1. MRJC deals with a special type of student. There is widespread recognition and concern for the student as an individual. The approaches eventually used in the new campus to deal with this situation will greatly determine the type of physical facilities necessary and desirable.

2. There is no "best" teaching method which can be used exclusively. It would be desirable in almost all situations to use some combination of teaching approaches.

3. The physical facilities of the new campus must above all be flexible. There must be some permanent facilities but many facilities must be flexible with regard to the type of teaching method employed and, where possible, the type of subject taught.

As previously documented the physical planning of the new college was well established by this time. Architects had been working with the college planner, N.J. Gamble, and the planning committee of the College Board since August of 1967. Stanton Leggett, the educational consultant, began his work in December 1968, and the College had acquired a new President, in the person of W. B. Pentz, in July of 1968.

The concepts of innovative instructional/learning modes were made public in the Calgary Herald in September 1968.

A review of educational documents of this time period provided no mention of any formalized action to prepare for the implementation of these concepts.

In fact very little documentation could be found on the action taken by the College to prepare the staff for the implementation of the educational concepts developed by Stanton Leggett. In an interview in 1975 Stanton Leggett stated that he did not feel that his responsibility lay in the area of staff development and indicated that the

need for staff preparation was not well met. (Leggett Interview)

W.R. Bate joined the College staff as a student counsellor in 1969. During his tenure as counsellor he submitted a report on instructional ideas to the Research Committee at Mount Royal College.

In September of 1970 W.R. Bate was appointed head of a Research and Development Office created by the College. W.R. Bate's attack on the problem at hand appears to have been hampered by the parameters of time and the numbers of instructors to be reached.

> Well, I think at the time we were dealing with roughly 100 full-time instructors. We had at least that many part-time instructors but we didn't really get involved with them. To be totally adequate, they should have been involved, because the College, in fact, depends on the sessional instructors, but there was no way, I couldn't stretch myself any further. (Bate Interview)

Prior to W.R. Bate's appointment, the College had issued documentation on Educational Programme Requirements dated August 1970. An excerpt from that document follows:

(a) Educational Programme Requirements

> Mount Royal College is a community college and by definition its policy is to serve the unfulfilled needs in education for its community. Accordingly, it will consider admitting to the college any person, irrespective of race, color, creed or previous educational background. The staff of the college will be in close contact with the specific educational needs of the community and will develop programmes to fill those needs. Through counselling and greater flexibility in programmes the college will use every effort to tailor programmes to the needs of the individual student.
>
> To facilitate this greater flexibility in programming the college will adopt many newly defined techniques in the field of education. The approach to be followed will be lecture, seminar, and individual instruction and possibly leading in some cases to an interdisciplinary task force approach. With the proposal to increase the individual instruction and learning to 60% of any programme, far fewer classrooms will be required and space for individual learning will form the major component of the college. Even laboratories will be open for use on a free basis.

> Basic to this individual learning is that the process of problem solving is being experienced, and skills learned in problem solving can be re-used when new problems arise. Inherent in this system are the advantages that the individual can learn when he wants, at what speed he wants, and can be tested at unspecified intervals as he feels that he is ready. It relieves teachers of countless hours of classroom duty, freeing them for tuition and time to prepare new programmes.

W.R. Bate used a variety of techniques to get the staff involved with plans for a new instructional system at the new campus. A modified systems approach, a prototype of an open library, workshops, and individualized consultation, were all used to help the instructors prepare their particular courses for the new campus. He had to deal with the priority courses being offered by the College, some 180 in all, as well as the large number of instructors. Stanton Leggett's paper had indicated some general concepts to be incorporated and the College had its open door policy and its general statement of policy as previously mentioned. From these documents and the working drawings of the new campus the instructional staff under W.R. Bate's lead began to revamp courses and to experiment with new approaches.

Four main criteria were set up to act as goals to be reached in evaluating changes made in programs.

The first criterion was that of objectives.

What are you going to accomplish?

The second was pretesting.

Trying to assess where students were relative to the objectives set out.

The third alternative, approaches to learning.

What kind of approaches can you build for your students that provide them with real alternatives in learning?

The fourth criterion was evaluation.

How realistic were the objectives for the student? How well had the student's level of readiness been judged? Was the approach used appropriate for the student?

As W.R. Bate was to recall later, "The whole idea of this concept was that once evaluated, you could make instructional decisions." (Bate Interview)

In retrospect W.R. Bate saw his job as being basically one of working with instructor attitudes. The desired outcome of all this work was to have the instructor's role change from one of lecturer, and perhaps resource person to that of designer and facilitator of learning. A complimentary role change for students would be from a passive receiver to that of active learner.

The format of the preparation and planning for the development of an instructional/learning system for the new campus took the form of administrative line authority to compel the various departments to carry the responsibility for their own work. Thus the Dean of Instruction and vice-president of instruction were directly responsible. They contacted the chairman of each department and W.R. Bate acted as a resource person to the departments and individual instructors. His position remained one of staff.

W.R. Bate was to recall that ". . . everyone was involved in it, after September 1970. Some people were involved in it, they saw their major role as resistance." (Bate Interview) Workshops, large and small group sessions, individual meetings and student involvement with the development of the instructional/learning system continued from the fall of 1970 until the end of the semester year of 1971/72. The

staff in charge of the priority courses had all been prepared by this time. As W.B. Pentz was to recall, ". . . W.R. Bate told me a year before we moved that the classes that encompass 80 percent of our students have now been modified, refined etc., tried etc." (Pentz Interview)

The subjective view of all this preparation and its effect on the staff was recalled later by N.J. Gamble,

> So we had a series of workshops on behavioral objectives, we had Stewart come in, and then the other definite assignment was that each person who was involved in instruction at the time was to prepare their course in such a way that objectives were spelled out, systems of grading were spelled out, alternative methods of instruction were spelled out, etc."
>
> . . . it was the first time that they (the staff) began to realize what the Leggett Model was going to demand of them. . . you had to be capable of stating everything that you did in behavioral terms and measuring. And that got a lot of people a little upset. (Gamble Interview)

It would appear from documentation and interview data that the transition from the old campus to the new campus did not occur at an optimal time as far as W.R. Bate was concerned in his capacity as head of the Research and Development Office. The physical design planning was over before the instructional/learning mode planning was complete. There appears to be a gap between these two aspects and there never was a time when planning for both was in concert. There appears also to be a large discrepancy in the human resources available for the task of developing the instructional/learning modes compared to those available to the physical design planners. No hard data was available on the financial resources allotted to these two aspects.

Recalling the timing and resources available to W.R. Bate and his office, N.J. Gamble stated:

> . . . W.R. Bate's problem was a very real one at that point because the campus was now sort of under construction . . . so his job essentially was to provide stimulus so that people would be ready to move into the new campus. Well, what the hell did he have to work with? He had Leggett, who by this time had pretty well withdrawn, he had a drawing interpretation of the Leggett Model, in terms of behavioral objectives, and a systems approach, which really wasn't contained in the Leggett document, but rapidly that's what the Leggett document was translated as, behavioral objectives, and designing delivery systems. (Gamble Interview)

The Transition Year

The 1971-72 semester year marked a transition period for Mount Royal College. The downtown site would be vacated and the new Lincoln Park campus would be occupied in the summer of 1972, with classes to begin in October. The planning for this step has been twofold. First, the preparation for the new type of educational approach, based on the "Leggett Model," was tried and tested in several disciplines at the old site, using modified facilities. The second endeavour had been an attempt to prepare faculty for the use of the support facilities that would be present in the new campus. The College, in general, was prepared through the combined efforts of the administration, the education consultant, the various planning committees, the architects, and the division chairmen. These efforts were made in anticipation of the implementation of the "Leggett Model" in a new campus designed to be flexible and adaptable to the needs of students and faculty alike.

At the same time, the College conducted "business as usual," offering education programmes in four areas: (1) Associate Diploma programmes, (2) Certificate programmes, (3) programmes in affiliation with the University of Calgary, and (4) upgrading programmes for adults. These programmes were presented to over 2,300 full-time students in the 1971-72 year. In addition, the College made a further expansionary step

and opened its Old Sun Campus on the Blackfoot Indian Reserve at Gleichen, Alberta. At this time it appeared that the College was not only viable and expanding, but well prepared for the planned changes.

On April 14, 1972 the Alberta Colleges Commission held a special meeting at Mount Royal College. The morning was used for a tour of the new facilities at Lincoln Park. The group was accompanied by Administration officials of the College and members of the architectural firm. The Faculty Association, chaired by D. McNab, presented two briefs to the Commission. The first, presented by B. Pashak, dealt generally with the functions of Mount Royal College as an institution of the community, and identified a need for faculty members to have a greater voice in running the affairs of the College. The second brief, presented by Mrs. H. McLeod, questioned the budgeting process adopted by the Board of the College, and suggested there should be more faculty participation in the preparation of the budget. This was one of many attempts by the Faculty Council to gain more status and importance in the affairs of the College.

Department of Advanced Education

On June 2, 1972, Bill 33 was assented to by the Provincial Legislature. This Bill brought into being the Department of Advanced Education, and set the date of dissolution of The Alberta Colleges Commission. The Department of Advanced Education would assume the functions and duties of The Alberta Colleges Commission, effective March 31, 1973.

Lincoln Park Campus

In October 1972 the Mount Royal College moved to its new Lincoln Park location in the southwestern outskirts of the City of Calgary.

On December 1972, W.O. Backus, M.D., Minister of Public Works transferred 86.37 acres on behalf of Her Majesty for the Province of Alberta, to the Board of Governors of Mount Royal College. Thus, the transfer from the downtown site to the Lincoln Park site was complete in all details.

SUMMARY

The first stage of the history of the College saw a slowly accelerating growth in enrolment, culminating with a realization that future development of the College depended upon the adequacy of facilities and financial support. A study of the operations of the College was made (Anderson Report, 1964), leading to a reorganization of the College's administration structure, a revitalization of interest and effort on the part of the Board of Governors of the College, and to the renovation of facilities in downtown Calgary.

The search for new and larger facilities led to a reassessment of the philosophy of the College, in terms of its relationship to the community-at-large, and in terms of how its philosophy might become manifest in the instructional setting. The College thus entered a second phase in its development, one in which an open-area concept (emphasizing a freedom of interchange between faculty and students), and a campus which would reflect and support this concept, were

adopted as plans. As well, during this phase the College changed its status from that of a church-supported institution to a school district sponsored college, and finally to membership in Alberta's system of public colleges.

The third stage in the College's history saw preparation for the creation and occupancy of a new campus. A site on the outskirts of Calgary was selected, and a 600,000 square foot structure was built. During this time, attempts were made to prepare faculty and students for the conditions envisaged to be created at the new campus, with particular regard to the open-area concept. In the fall of 1972, the College moved to its new campus.

In order to bring various aspects of the College's development into clearer focus, the information provided in earlier sections has been examined in terms of the processes, key actors, and conceptual developments which accompanied (or stimulated) changes in the College's instructional orientation, internal structure, and facilities. This analysis has been guided by hindsight, doubtless leading to the elimination of some processes, actors, and concepts which do not appear to be important in retrospect.

In the development of the College, one process that was significant in that it identifies areas in which major obstacles were encountered as the College attempted to make and enact plans through which its needs could be accommodated. The process selected was the instructional/learning system.

The change process. Major identification of a need for the College to modify its relationship to the community, organizational

structure, and physical setting was inherent in the Anderson Report (1964), and the occupancy of a new campus at Lincoln Park can be traced directly to the ideas proposed in that document. As noted earlier, planning for a new campus began shortly after receipt of this report, although the planning activities were of a very general nature at that time. People at the College knew that facilities were inadequate, that the College could alter favorably its relationship to the community and that financing of the College was becoming increasingly problematic. A search for possible solutions was initiated soon after the report was received.

Subsequent "stages" of the process through which the College altered its location, instructional orientation, and facilities are not so easily discernable. Accompanied by changes in its legal and financial status, the College sought solutions to its perceived needs from personnel and agencies both within and outside its organization; in addition, the manner in which these needs were perceived to be real, and the solutions which were proposed, varied over time. For example, facets of the philosophy of the College were updated on at least two occasions in the late 1960's; despite the conclusion of consulting architects, the Lincoln Park site was selected for the new campus; the College was attempting to carry on its "normal" complement of programmes, while deriving ways in which these might be improved; and there was a lack of continuity among parties which were to be involved in planning for overall change.

Over the past decade, the College has had three formal leaders (John Collett, R.W. McCready, and W.B. Pentz), in addition to its

Board of Governors. Of these, W.B. Pentz was present for the major (and latter) portion of that period; his major role in the change appears to have centred upon resolving political and financial problems which were encountered, as well as upon supervision of the operational aspects of the College's ongoing programmes at both campuses. In planning the change, Stanton Leggett appears to have been delegated (or assumed) a leadership role with regard to proposed instructional matters, while the architects played a leadership role in designing facilities for the new campus. These people, along with a few others from within the College, formed a core of planners.

Key Actors

Five individuals, the faculty, and the architects each appear to have played key roles in the planning and implementation of the ultimate transition to Lincoln Park; these following have been identified:

John Collett: as President of the College at the time the Anderson Report was commissioned and received, John Collett played an important part in formulating the philosophy which was to guide the College through the last half of the 1960's and into the 1970's. In 1965, John Collett composed the document entitled "Statement of Character" in which the architectural setting, educational atmosphere, and relationship to the community of the College were discussed. Revised in 1968 (by N.J. Gamble), this document appears to have stated the major parameters of the changes which were to take place.

N.J. Gamble: working with John Collett as Special Assistant in charge of Planning, N.J. Gamble also was a participant in the

planning process which followed the Anderson Report. His responsibilities in the realm of planning continued after John Collett's resignation in 1967 and he continued in his capacity of Special Assistant into the tenure of W.B. Pentz. As the individual designated by the Board of Governors, in late 1967, to ". . . plan, supervise, and coordinate all aspects of the development programme for the interim campus," N.J. Gamble occupied a position of considerable leverage. His mandate took him into all facets of the planning being done, and he provided key liaison between the College, the architects, and Stanton Leggett.

Stanton Leggett: a man who possessed considerable charisma, Stanton Leggett was responsible for designing and explaining the instructional paradigm on which the "new" College was to be based. Although a late entrant in the contest for an educational consultant, Stanton Leggett's proposal was sufficiently attractive to generate an interview with the College. According to N.J. Gamble, "As soon as I saw the man, I knew he was the one for the job!" Stanton Leggett's knowledge of new ideas, people, and college developments in the U.S.A., along with his engaging and persuasive personality, had a significant impact upon people associated with the College, the architects, and the news media.

W.B. Pentz: as President of the College from 1968 to 1975, W.B. Pentz' role involved (as noted earlier) supervision of the ongoing operation of the College, as well as acting as a facilitator (with regard to political and financial matters) during the planning of, and transition to the new campus.

W.R. Bate: as Head of the Research and Development Office established in 1970, W.R. Bate's responsibilities involved the stimulation of developmental work on instructional approaches which would reflect some of the basic ideas proposed by Stanton Leggett. As the author of a set of guidelines to be employed by faculty in the structuring of learning as it was envisioned to occur at the new campus, W.R. Bate made a significant contribution to the direction of planning for the new campus.

The Architects: Two members of the architectural firm, namely; J.A. Barrett and A.W. Fullerton, played major roles in determining the physical setting of the new campus as it might: (a) reflect the College's overall philosophy, and (b) facilitate the implementation of modes of instruction as proposed by Stanton Leggett. Because of the dual nature of this mandate, and the response to these two dimensions, the approach of the architects (as embodied in the new campus), must be considered to have been of prime importance.

The Faculty: Throughout the various stages of planning and implementation, members of the instructional faculty appear to have played a relatively passive role. In part, this can be attributed to their responsibilities for day-to-day instruction of classes.

Other Agencies: Three external agencies--the City of Calgary, the University of Calgary, and the Departments of Education and Advanced Education--played transient roles in shaping the plans for the new campus. Negotiations with the City of Calgary regarding the location of new and/or expanded facilities were very important in the early phases of planning, and led to the decision to place the new campus at Lincoln Park. The Departments of Education and Advanced

Education appear to have been involved minimally in the planning process, although their approval of construction plans and financial support were necessary before implementation could begin. Finally, instructional standards of the College had to be articulated with the entrance requirements of the University of Calgary; these represented constraints to be considered in the design of instructional operations, particularly in university-transfer courses.

The Origins of Selected Concepts

In retrospect, four concepts which assumed major importance were introduced at various stages of the planning process: the "mall concept," the "open-door policy," "instructional flexibility," and "identification with the community." The origins and development of each of these concepts are discussed briefly below.

The "mall concept". The notion that the new campus would incorporate an enclosed mall can be traced to a decision of the Joint Planning Committee in January, 1968. This decision seems to embody some guidelines proposed earlier (in 1967) by the Building and Property Committee of the Board of Trustees: a strong sense of "place", a warm and human inner-environment which would nullify the effects of a winter climate, and which would maximize social and informal learning opportunities. By the fall of 1968, it had been decided that instructional facilities would be dispersed along, and adjacent to, the mall.

The "open door policy". As noted earlier, the first explicit statement of a policy under which the College would admit students regardless of their previous educational background appeared in a

General Statement of Policy, issued in the winter of 1966-67; this was but one facet of the humanist philosopy espoused in that document. This commitment to an open-door policy was reiterated in 1970, when the Board adopted ". . . the accommodation of any adult who expressed a willingness to learn" as an operational guideline.

"Instructional flexibility". Early statements related to the desirability of creating a campus which would accommodate several approaches to instruction appear in the 1967 document entitled "The Character of the College": the design was to encourage spontaneity and diversity in an informal setting and walls and partitions were to be flexible and adjustable as programmes and teaching methods changed. These ideas were given more specificity by Stanton Leggett, as was the notion that the campus ought to be able to accommodate a growing student population. Instructional areas within the campus were designed to display consistency with the time-breakdown specified by Stanton Leggett; lecture halls, seminar rooms with moveable walls, and areas for individual study were subsequently incorporated into the design.

"Identification with the community". Again, early articulation of the need for a closer relationship between the College and the larger community than existed at the downtown campus is evident in "The Character of the College" (1967: ". . . commitment to the community should be reflected in campus boundaries that merge with those of the community." Along with a lack of expansion room in the downtown area in terms of both space and timing, and the prospects of Provincial financial support for the construction of a new campus, the

wish to merge physically with the larger community was a major factor in the decision to select the Lincoln Park site. Determination that the Lincoln Park site would meet this criterion was effectively completed by the end of 1967, when the Provincial government announced that it had tentatively reserved a portion of that area for a new Mount Royal College campus.

CHAPTER V

ANALYSIS OF THE CASE STUDY

Introduction

This chapter presents the analysis of the data concerning planned changes in the instructional/learning system at Mount Royal College.

The case narrative of Chapter IV provided the documentation of the changes and the processes used to implement these changes. The inquiry questions from Chapter III together with the analytical framework served to identify these changes and processes.

This examination of data led to an analysis of the congruence between what actually occurred at Mount Royal College, with regard to the changes in the instructional/learning system, and the stages contained in the Havelock model.

Documentation of Changes

1. What planned change, if any, occurred at Mount Royal College concerning instructional techniques?

   The Anderson Report contained many recommendations. An excerpt from one is important here as it suggests the direction and thrust that should be taken regarding instruction at the College. ". . . the establishment of a maximum enrollment figure with emphasis on quality education rather than continued expansion with emphasis on quantity enrollment is strongly recommended." (Anderson, 1964) At that time the College was operating on a

semester basis and offering courses in business administration, university transfer programs, non-transfer programs and secondary school programs.

Instructional techniques consisted of a mixture of teaching methods including university lecture methods used by instructors hired to teach transfer courses.

The Anderson report appeared to have been the harbinger of all planned changes for Mount Royal College as well as a guide to what direction these changes would take. Another indication of proposed changes in the instructional/learning system appeared in a General Statement of Policy issued by the College Administration during the winter of 1966-67. This statement reaffirmed the College's commitment to serve the community in areas where needs in education were discovered. The College adopted the position of admitting any person, irrespective of race, colour, creed or previous educational background. The College would attempt to offer a student the opportunity to develop in some dimension of personal growth in spirit, in faith and in education. In addition, the College held that education belonged to all activities and did not reside solely in the classroom and the laboratory.

In addition to these proposed changes by the College, there appeared to have been some action taken to start the actual change processes. In August 1967 the College Board of Trustees engaged an architectural firm to do preliminary development work for the new campus. In the summer of 1968 the College arranged for additional lease space for an interim college and in the fall of

1968 the Board of Trustees approved the appointment of Stanton Leggett as Educational Consultant for the new College. Stanton Leggett was successful in gaining two proposed changes in instructional techniques. His 'model' of a lecture-seminar-individualized instruction format, and a 'learning library' to facilitate this format of instruction. Stanton Leggett, in conjunction with the architects, and a media consultant, was also able to outline the types and amounts of equipment needed to sustain an individualized learning programme at the College.

In September, 1970, a Research and Development Office was created at the College. This office was to aid the faculty members to develop courses for the new campus which would reflect desired changes in the instructional/learning system.

2. What planned change, if any, occurred at Mount Royal College in student learning modes?

Mount Royal College had a long history of change in its educational offerings. At its inception in 1910 it provided for instruction in elementary and secondary education courses, as well as in music, art, speech, drama, journalism, commercial and business courses, as well as technical and domestic courses. These offerings changed over the years and the College began to attract students with special learning needs, and one might suspect special learning modes. ". . . for some time in its long history it was known as a 'salvage institution' which tried to respond to the particular educational problems of individual students." (Bate Interview)

The College had become overcrowded as mentioned earlier and the ... rson Report made mention of this problem. Also as pre... v mentioned the College introduced yet another mode of stu... learning. In 1968 the College held a seminar to attempt to o... nize its instructors concerning teaching process and space. A report on that seminar contains a point of interest here: "Mount Royal College deals with a special type of student. There is widespread recognition and concern for the student as an individual. . . ." (I.G.F.C. Seminar Report, March 1968) The open door policy of the College, coupled with the proposed individualized instruction and problem-solving ...pects of the Leggett Model, meant that the student learning modes would change.

These planned changes in student learning modes were summed up by W.R. Bate when he stated that: "A complementary role change for a student would be from a passive receiver to that of active learner." (Bate Interview)

Basic to this individualized learning is that the process of problem-solving is being experienced, and skills learned in problem-solving can be re-used when new problems arise. Inherent in this system are the advantages that the individual can learn when he wants, at what speed he wants, and can be tested at unspecified intervals as he feels that he is ready. (Mount Royal College, Educational Programme Requirements, August 1970)

One further expected change in student learning appears to have been that voiced by W.B. Pentz when he stated:

> The transmission of knowledge unrelated to human dynamics is one of the weaknesses of the modern large university. The interaction between student and student, teacher and student

> are as important to the transmission as the material to be transmitted. (Calgary Herald Interview, September 20, 1968)

3. What planned change, if any, occurred at Mount Royal College concerning student resource materials?

As mentioned previously, the College had considered itself in the role of a 'salvage institution', and mention has been made of its policy of special consideration for its students. It seems reasonable to assume then that the students had access to the faculty, including guidance personnel, and a traditional library as resources.

The students also had access to laboratories, an auditorium, and an assortment of classroom resources at the College.

Planned changes in student resource materials appeared to center around the concepts of the learning library, the mall, and the total environment of the new campus.

"The Character of the College", a 1967 Mount Royal College document outlining the College's philosophy, indicated the stress on the environment as follows:

> The total environment should be regarded as having an effect on learning. The design should encourage spontaneity and diversity in an informal setting. Social and meeting areas should be provided in a manner to maximize informal learning opportunities. Adequate provisions must also be made for places of privacy and independent thought.

The concept of the mall was expressed in an article in the Calgary Herald this way:

> . . . to make the campus a community in every sense of the word. There must be provision for staff to interact with students, for students to interact with students, and for staff to interact with staff. The key concept that was developed to give this community structure was a pedestrian mall, or street, system. (Calgary Herald, September 20, 1969)

At that same time W.B. Pentz recalled that:

> They were pretty well committed to what we call the open concept, to break down the traditional barriers between faculty and students. At the same time they were talking about hardly any classrooms at all, they were talking about alcoves along the various learning malls. (Pentz Interview)

The learning library was one of the planned changes in student resource materials; N.J. Gamble later recalled this concept as:

> The most significant input to the academic part of it was, of course, Leggett, and the learning library.
>
> The acceptance of the independent study proposal was what allowed people to accept the physical expression of a learning library. (Gamble Interview)

The learning library was envisioned as an area in which several student resources would be located. N.J. Gamble recalled the original planning in this way:

> . . . when this learning library was originally laid out. . . it was laid out in the Leggett Model, like four or five offices in a star-shaped cluster, little pockets, table discussion kinds of things, for the small little groups, and the individual study areas. . . . (Gamble Interview)

Mention has already been made about the fact that the learning library was to be supplied with equipment and materials to facilitate individualized learning. In addition, this same area was to contain the books and other materials found in a more conventional library.

4. <u>What planned change, if any, occurred at Mount Royal College concerning instructional staff?</u>

Documentation indicated that there were a great number of instructional staff:

> Well, I think at the time we were dealing with roughly one hundred full-time instructors. We had at least that many part-time instructors but we didn't really get involved with them. (Bate Interview)

One planned change in instructional staff concerns the anticipation of a shift in the duties that they would be performing due to the adoption of the Leggett Model. An excerpt from a Mount Royal College document will serve to illustrate this feature: ". . . . It relieves teachers of countless hours of classroom duty, freeing them for tuition and time to prepare new programmes. (Mount Royal College, Educational Programme Requirements, August 1970)

In the same time frame W.R. Bate of the Research and Development Office used a variety of techniques to get the staff involved with plans for a new instructional system. A modified systems approach, a prototype of an open library, workshops, and individualized consultation, were all used to help instructors prepare their particular courses for the new campus.

This course of action indicated that the instructional staff was expected to change their methods of instruction or at least modify them to some extent.

In addition there was the anticipated planned change concerning instructional staff which included that of attitudes leading to role changes.

The desired outcome of all this work was to have the "instructor's role changed from one of lecturer, and perhaps resource person to that of designer and facilitator of learning." (Bate Interview)

5. What planned change, if any, involved the change agent team at Mount Royal College?

Documentation indicated that a change agent team composed of people both inside and outside Mount Royal College was established. Initially this team was composed of J.A. Barrett of the architectural firm, and N.J. Gamble of Mount Royal College. The membership of this team changed over the period of time from 1966 to 1972. Stanton Leggett became a member of the change agent team with his arrival in December 1968, as had W.B. Pentz in July 1968. Furthermore, the documentations indicated that both Stanton Leggett and N.J. Gamble withdrew from the change agent team before W.R. Bate joined it in September 1970. The change agent team appeared to have consisted of never less than two members and never more than four members in the time period 1966 to 1972. The change agent team appeared to have been involved with the planned change concerning instructional techniques, student learning modes and student resource materials. As well, the change agent team appeared to have been involved to some extent concerning the instructional staff at Mount Royal College.

6. What were the roles, if any, of the change agents at Mount Royal College?

Documentation concerning the roles of the change agents indicated that they acted as catalysts, solution-givers, process helpers, and resource linkers. These roles appeared to have been combined in some instances and singular in others. They also appeared to have been filled by more than one man at one time in some instances. J.A. Barrett appeared to have been a catalyst in

most of the planned changes and processes and also a resource linker and solution-giver. N.J. Gamble was also a catalyst and process helper. Both W.B. Pentz and Stanton Leggett appeared to have been solution-givers and resource linkers. W.R. Bate appeared to have been a catalyst, and process helper. In addition all these men appeared to have been resource linkers at some point in the change processes at Mount Royal College.

Documentation of Processes

1. What relationship building processes, if any, were used at Mount Royal College to effect planned change?

It would appear from the documentation that a relationship conducive to innovation was established between a change agent team and Mount Royal College. The change agent team was composed of people both inside and outside the College and the membership changed from time to time during the period from 1966 to 1972. The change agent team first formed was composed of J.A. Barrett of the architectural firm and N.J. Gamble, the Assistant to the President and Director of Planning at Mount Royal College. This relationship developed between the change agent team and the client system appeared to have been a viable, secure, and well-delineated helping role established on a solid base within the client system. The task of the architectural firm was ". . . to do preliminary development work for the new campus. . . . The architects believed very strongly in participative planning. . . ." (Gamble Interview) Other criteria of an ideal relationship appeared to have been present as well, such as structure and involvement of all relevant parties. A.W. Fullerton and J.A. Barrett were the representatives

from the architectural firm that worked with N.J. Gamble and were involved with both the Building and Property Committee of the College Board and the I.G.F.C. Planning Committee of Mount Royal College.

The criterion of equal power appeared to have been met by the nature of the inside-outside change agent team. The architects were partners in the architectural firm engaged by the College Board. N.J. Gamble was Presidential Assistant at the College and secretary of the Building and Property Committee of the College Board. This arrangement meant that the College as the client system and the inside change agent, N.J. Gamble were both under the direction of the College Board which also held the contract with the architectural firm. The power, therefore, resided with the College Board and it appeared reasonable to believe that the change agents and the client system would have had equal power under such an arrangement.

This relationship between the change agent team and the client system appeared to have been the basis on which all planned changes in the instructional/learning system were made at Mount Royal College.

2. What diagnostic processes, if any, were used at Mount Royal College to effect planned change?

The case study materials indicated that the appointment of the architectural firm to study all aspects of the College in 1967 was the first diagnostic process undertaken. The architects wanted to understand how people perceived the College; they wanted

to understand its philosophy as each person saw it, and they wanted to try to sense what the staff envisioned as a place that would embody that philosophy. The College Board also recognized the need to engage an educational consultant to assist in developing educational specifications for the new campus. This led to the hiring of Stanton Leggett who carried out some diagnostic investigations resulting in two working papers both entitled "The Idea of a College."

The case materials revealed that some diagnostic work had been done prior to the arrival of Stanton Leggett as well. Stanton Leggett utilized much of the information about the College that was already available, including the revised Statement of Character and Guidelines for the Development of Mount Royal Junior College. As well, he used the results of Departmental and Divisional inquiries into space needs and the kind of library that was envisioned. This indicated that the diagnosis of problems concerning the instructional/learning system at Mount Royal College had utilized the process of constructing a diagnostic inventory. The process of identification of opportunities and strengths appeared to have been used to produce the statement of character document. Diagnostic processes appeared to have been systematic and involved the participation of a large number of the instructional staff.

3. <u>What resource acquisition processes, if any, were used at Mount Royal College to effect planned change</u>?

Documentation revealed that relevant resources were made

available in the form of space and materials. An auditorium at the downtown campus was renovated in an attempt to simulate open-area laboratories and a learning library. The process of acquiring relevant resources included the acquisition of people with ideas, expertise, and time. The case materials indicated that J.A. Barrett was not only an architectural expert but a man with ideas about educational systems:

> . . . our involvement really began long before that (Stanton Leggett's arrival) when we became sort of extremely interested laymen in the whole process of the development of the educational program. (Barrett Interview)

Documentation revealed that Stanton Leggett brought his own expertise to bear on the problem of the instructional/learning system. W.B. Pentz was appointed President of Mount Royal College on July 1, 1968, and undertook the task of giving a new sense of direction to both the academic and architectural plans for the new campus. The creating of a Research and Development Office by the College in September of 1970 added more relevant resources in the form of materials and people with expertise and ideas. W.R. Bate, head of the Research and Development Office had produced a document entitled "Toward '72" which provided a guideline for the development of courses at the new Lincoln Park Campus in 1972. N.J. Gamble had been probing the faculty members of the College in September, 1968 to obtain their ideas on what they thought should be incorporated into the design of the new educational facilities.

Documentation also revealed that relevant resources were made available to the College in the form of finances. These

resources came from several sources, the major one being the Government of Alberta.

4. What choosing alternatives processes, if any, were used at Royal College to effect planned change?

The case materials revealed that Stanton Leggett presented three models contained in the first of two papers entitled "The Idea of a College." The model which provided a format of a lecture-seminar-individualized instruction approach, was approved by the Divisional Chairmen and became the model for the instructional/learning system at the College. Documentation revealed that the Leggett Model paralleled some of the ideas contained in a 1967 document prepared by the College entitled "The Character of the College." Evidence from the case materials indicated that the choice of the Leggett Model resulted in the acceptance of the concept of an open-area learning library and that efforts were made to test these two concepts using simulated facilities at the down-town campus. Further documentation indicated that a choice was made concerning teaching methods to be used at the College: ". . . it would be desirable in almost all situations to use some combination of teaching approaches." (I.G.F.C. Seminar Report, March 1968)

No other documentation concerning the process of choosing alternatives appeared with regard to the instructional/learning system at Mount Royal College.

5. What acceptance-gaining processes, if any, were used at Mount Royal College to effect planned change?

The documentation concerning gaining acceptance for the

innovation of the instructional/learning system indicated that both staff and students were involved:

> There was in the old campus a space made available in which an open library was set up as a prototype. . . . Instructors were encouraged to try that space out . . . lots of instructors tried lots of educational things, independent study, packaged learning, and students as tutors. (Bate Interview)

Changes in the spaces and instructional areas were presented to the Divisional Chairmen as working drawings to be signed when acceptable, as a process of gaining acceptance. The process of group discussions was also used by Stanton Leggett, J.A. Barrett, and N.J. Gamble as a process of gaining acceptance for the instructional/learning system. W.R. Bate used the processes of demonstration, group discussions, and person-to-person contacts in an effort to gain acceptance for the innovation. W.B. Pentz was involved in group discussions and had set up an advisory board to facilitate the process of effective communication to gain acceptance for the innovation in the instructional/learning system.

6. What innovation stabilizing processes, if any, were used at Mount Royal College to effect planned change?

The documentation concerning stabilizing and generating self-renewal in the instructional/learning system indicated that relatively little was done at Mount Royal College. The case materials revealed that an attempt was made at stabilizing the innovation using the process of orientation.

> The College ran a series of orientation tours and lectures before it opened, where the faculty came out in groups and then the students. They had tours of the space and so on to familiarize themselves with it. (Barrett Interview)

The process of continuing evaluation appeared to have been anticipated but not carried out.

> We talked about almost a continuous planning technique. From the time they moved in, we would start planning the next go around, and, of course, that has not been the case. (Barrett Interview)

The process of providing for continuing maintenance appeared, from documentation, to have been started in an attempt to stabilize the innovation.

The College retained an Educational Development Office in the new campus, presumably to provide for continuing maintenance; however, this appeared not to have been successful:

> . . . there didn't appear to be any technique available to them to get assistance in re-developing it with skill or expertise in planning . . . they had nobody on staff or available to them to assist them in their re-development. (Barrett Interview)

Documentation did reveal that W.R. Bate's office was engaged in the process of evaluating the innovation in an attempt to stabilize when the time came to move to the new campus. One other process appeared in the case materials to be an attempt to stabilize and generate self-renewal. N.J. Gamble presented a ten-year development plan for the College based on a commitment to change. The documentation revealed no other processes designed to stabilize the innovation and generate self-renewal for the instructional/learning system at Mount Royal College.

The Analysis of Congruence

The Havelock Model was used as an "ideal" to determine the congruence with the planned change processes discovered at Mount Royal

College concerning the instructional/learning system.

Stage I: Building a Relationship.

Documentation indicated that a relationship was established betwen an inside-outside change agent team and Mount Royal College. This relationship appeared to have been viable and embraced most of the criteria set forth by Havelock as those found in an ideal relationship. Therefore, the processes concerning building a relationship revealed in the documentation of Mount Royal College appeared to be congruent with the Havelock Model.

Stage II: Diagnosing the Problem.

Documentation indicated that the process of diagnosing the problem at Mount Royal College was congruent with the Havelock Model on several points. A diagnosis of the College was undertaken by an architectural firm in 1967. Further to this, Stanton Leggett carried out a diagnostic inventory of the educational specifications of the College. The College had also developed two documents about the character of the College and the development of the College which involved diagnostic processes.

Stage III: Acquiring Relevant Resources.

Documentation indicated that the process of acquiring relevant resources was carried out by Mount Royal College for many aspects concerned with the instructional/learning system. Space and materials in the form of simulated facilities at the downtown campus were obtained. People with ideas, expertise, and time were engaged by the College for special purposes or were resident faculty and administrative members. Finances were obtained by the College at appropriate

times and in sufficient amounts to provide adequate resources for the instructional/learning system. The relevant resources of materials such as printed matter and equipment were also acquired by the College at appropriate times.

Therefore, the documentation indicated that the process of acquiring relevant resources carried out at Mount Royal College was congruent on several points with the Havelock Model.

Stage IV: Choosing the Solution.

Documentation of this process was scarce; however, a decision was made to accept both the Leggett Model and the learning library concepts. The range of alternatives were narrow for both these concepts; the Leggett Model was one of three proposals and the learning library was an alternative to the existing conventional library and conventional classrooms. A choice was made to employ a variety of teaching methods; however, most of these methods were already in use to some extent. Documentation revealed that some feasibility testing and adaptation processes were also used with regard to the choices made.

It appeared from the documentation that the process of choosing the solution was congruent, at least to some degree, with the Havelock Model.

Stage V: Gaining Acceptance.

Documentation indicated that a large number of staff and students were involved with the process of gaining acceptance for the instructional/learning system. Demonstrations, oral presentations, trials, and group discussions were carried out. The process of using working drawings of space and facilities was also used to gain

acceptance for some phases of the instructional/learning system.

The process of gaining acceptance for the innovation revealed by the case materials indicated at least a partial congruence with the Havelock Model.

Stage VI: Stabilizing the Innovation and Generating Self-Renewal.

Documentation of the process of stabilizing the innovation and generating self-renewal indicated that the process was only partially accomplished. Some attempt at stabilizing the innovation was made by using the method of orientation tours and lectures. An Educational Development Office was retained by the College, presumably to provide for continuing maintenance, in an effort to generate self-renewal potentials. A document was prepared, based on a commitment to change, by N.J. Gamble in an attempt to stabilize and generate self-renewal for the instructional/learning system. Documentation also indicated that W.R. Bate's office was still engaged in attempts to stabilize and generate self-renewal when the move was made to the new campus.

The process of stabilizing the innovation and generating self-renewal as revealed by the documentation at Mount Royal College appeared to have been incomplete and thus incongruent with the Havelock Model.

Summary

This chapter has presented the analysis of the case study. The analysis took the form of documenting the planned changes and the processes employed by Mount Royal College to implement these changes.

The inquiry questions from Chapter III were used to identify these changes and processes, and the Havelock Model was used as an ideal by which congruences and incongruences could be measured.

The analysis of data provided the following range of planned changes anticipated for the instructional/learning system at Mount Royal College.

1. What planned changes, if any, occurred at Mount Royal College concerning instructional techniques?

   A change of emphasis from quantity enrolment to quality education.

   Educational offerings to keep pace with community needs.

   Open door policy of admittance to the College.

   The opportunity for students to develop in some dimension of personal growth.

   Adoption of a lecture-seminar-individualized instruction format with an open area 'learning library' to facilitate that format of instruction.

   The creation of a Research and Development Office to aid faculty members to develop courses for the new campus which would reflect these proposed changes.

2. What planned change, if any, occurred at Mount Royal College in student learning modes?

   Concern for the student as an individual led to adoption of the Leggett Model with a large proportion of time devoted to individualized learning.

   The student was expected to become an active learner and not a passive receiver.

The interaction between student and student, teacher and student was to be emphasized.

3. What planned change, if any, occurred at Mount Royal College concerning student resource materials?

The learning library, the mall, and the total environment of the new campus was to foster and maintain a high degree of human interaction.

Places of privacy and independent thought were to be built into the new campus.

Informal and peer learning opportunities were to be maximized.

Audio-visual equipment was to be supplied to facilitate individualized learning.

4. What planned change, if any, occurred at Mount Royal College concerning instructional staff?

Instructional staff role would change from that of lecturer to that of designer and facilitator of learning.

Adoption of the Leggett Model was to free instructional staff from the classroom so they could prepare new programmes and tutor students.

The learning library, the mall, and the total environment was to promote staff and student, and staff and staff interactions.

The data were also examined to try to determine what processes, if any, were used at Mount Royal College to effect these planned changes.

1. What relationship-building processes, if any, were used at Mount Royal College to effect planned change?

The documentation appeared to indicate that a relationship conducive to innovation was established between a change agent team and Mount Royal College. It appeared that this relationship was the basis on which all planned changes in the instructional/learning system were made at Mount Royal College. It appeared that this relationship was present for the planned changes in instructional techniques, student learning modes, student resource materials and instructional staff. The documentation indicated that the relationship between the change agent team and the client system endured for the time period 1966-1972.

2. What diagnostic processes, if any, were used at Mount Royal College to effect planned change?

Documentation appeared to indicate that the diagnostic process of constructing an inventory was used concerning the planned change in instructional techniques and student learning modes. The process of diagnostic investigations appeared to have been used concerning student resource materials and instructional staff. In addition the process of identification of opportunities and strengths appeared to have been used concerning instructional techniques and instructional staff.

3. What resource acquisition processes, if any, were used at Mount Royal College to effect planned change?

Documentation revealed that the process of resource acquisition in the form of space and materials was used concerning instructional techniques and student learning modes. The process

of acquisition of people with ideas, expertise, and time appeared to have been used concerning all the planned changes at Mount Royal College. In addition the process of acquisition of finances appeared from the documentation to have been used concerning all the planned changes at Mount Royal College.

4. What choosing of alternative processes, if any, were used at Mount Royal College to effect planned change?

Documentation indicated that the process of choosing alternatives was used to select the Leggett Model of instructional techniques. In addition the process of choosing alternatives was used concerning teaching methods. The process of selecting the Leggett Model resulted in the adoption of the learning library which concerned both student learning modes and student resource materials. The documentation appeared to indicate that the process of choosing alternatives was not used concerning the instructional staff at Mount Royal College.

5. What acceptance-gaining processes, if any, were used at Mount Royal College to effect planned change?

The documentation appeared to indicate that the process of involving staff and students was used concerning all planned changes in the instructional/learning system. The processes of group discussion and demonstration appeared to have been used concerning instructional techniques and student resource materials. Also, the process of person-to-person interviews was used concerning instructional techniques and instructional staff. In addition the process of effective communication was used concerning instructional staff.

6. What innovation stabilizing processes, if any, were used at Mount Royal College to effect change?

The documentation appeared to indicate that the process of stabilizing the innovation and generating self-renewal in the instructional/learning system was not completed. The case materials indicated that the process of orientation was used concerning student resource materials and instructional staff. The documentation appeared to indicate that the process of evaluating the innovation was begun concerning the instructional staff. The processes of continuing maintenance and continuing evaluation appeared from the documentation to have been incomplete.

The Havelock Model is based on the tenet that the first stage of building a relationship is essential to a successful planned change process because it is the starting point of the entire planned change. The Havelock Model suggests that the process of stabilizing the innovation and generating self-renewal is the end point of a successful planned change process and is necessary to enable the change agent to disengage from the client system. This necessity of completing the first and last stages of the Havelock Model in order to effect a successful planned change process would indicate that Mount Royal College underwent something less than a successful planned change process concerning their instructional/learning system.

CHAPTER VI

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

The case study method was used to investigate the planned change processes which occurred in the instructional/learning system at Mount Royal College in the time period 1966 to 1972. The data used in this study were generated from documents, interviews, time logs, opinionnaires, memoranda, and taped interviews gathered from Mount Royal College by a study team from the University of Alberta. Further information and documentation were gathered from the Alberta Colleges Commission, the Alberta Department of Public Works, the Alberta Department of Advanced Education, and from the Alberta Statutes files at the University of Alberta Law Library.

A review of literature was carried out to determine the present status of planned change theory. As a result of this review the Havelock Model of planned change was selected as the vehicle to analyze the data.

Two series of inquiry questions were developed to provide a framework on which to display the findings generated from the case study materials. One series of inquiry questions dealt with the planned changes in the instructional/learning aspects at Mount Royal College, the other series of inquiry questions dealt with the processes involved in producing these changes.

The data assembled from the answers to the inquiry questions were compared to the planned change processes held to be necessary to the successful planned change processes as outlined in the Havelock Model. This analysis provided the information from which conclusions about the planned change processes at Mount Royal College were arrived at, and recommendations made.

Discussion

In 1966 Mount Royal College became a public institution, thus ending the church affiliation that had existed from 1910. At this time the College was located at a downtown Calgary, Alberta campus consisting of a variety of buildings, portable classrooms, and some leased space in the immediate area. The Anderson Report (1964) appeared to have brought several aspects of the College into sharp focus. One such aspect was the inadequacy of space and facilities at the College and another was the need to concentrate on quality of education and not quantity enrolment. Documentation in the 1966 to 1972 time period indicated that planned change processes began with the appointment of architects to evaluate two possible College sites. This evaluation led to the Lincoln Park site being selected in May, 1970.

Change Agents. Three years and one month had elapsed between the appointment of the architects and the finalization of the site selection. J.A. Barrett of the architectural firm was on the project from August of 1967 until after the move to the new campus in October of 1972, a period of over five years. Stanton Leggett, an educational consultant, was engaged in December of 1968 and continued his activities

until sometime in the fall of 1970. W.B. Pentz assumed his duties as President on July 1, 1968 and continued through the move to the new College in October of 1972, a period of over four years. N.J. Gamble, who was with the College in the capacity of Assistant to the President, and Director of Planning in 1966, was appointed to the Building and Property Committee of the Board of Trustees of Mount Royal College in November of 1967. He continued in these capacities until the move to the new College in October of 1972. W.R. Bate was appointed as Head of the Research and Development Office in Septbmber of 1970 and continued in this capacity through the move to the new campus in 1972, a period of just over two years.

These five men comprised what appeared to have been an inside-outside change agent team. Documentation indicated that they did not all work together at one time. As many as four worked as a team for a period of time and never less than two worked at any time. The collective work of these men appeared to have encompassed the roles of change agents as defined in the Havelock Model.

Planned Change Processes. The inquiry questions developed for this study were used to discover planned changes in the instructional/learning system at Mount Royal College, and the processes used to bring about these changes. These processes were compared with the six stages of the Havelock Model to produce an analysis of congruence. From this comparison it appeared that many of the planned changes and procedures were at least partly congruent with the Havelock Model and a few were inconsistent with the model. There was congruence between the Havelock Model and those changes discovered at Mount Royal College concerning

the stage of Building a Relationship. There were inconsistencies, or less than complete congruence, with the Havelock Model stages of Diagnosing the Problem, Acquiring Relevant Resources, Choosing the Solution, and Gaining Acceptance; and those processes discovered at Mount Royal College. The last stage of the Havelock Model, that of Stabilizing the Innovation and Generating Self-Renewal, appeared not to have had a counterpart in the planned change processes at Mount Royal College. It appeared from this analysis that the planned change processes at Mount Royal College concerning the instructional/learning system were somewhat less than congruent with those planned change processes held to be necessary to a successful planned change by the Havelock Model.

The planned change processes at Mount Royal College appeared to indicate that several processes were undertaken at one time and that planned changes in one area overlapped and intermingled with those of other areas. The documentation of Mount Royal College for this study appeared also to indicate that restraints of time and resources placed undue stresses on the change agent team and perhaps did not allow it to complete all of the planned change processes that had been anticipated.

Conclusions

This study provided an opportunity to examine the planned change processes used by Mount Royal College to develop and implement a new instructional/learning system, and to compare these processes with a theoretical model of planned change.

It appeared from this study that the attempt to compare actual processes used by Mount Royal College with the Havelock Model of planned

change provided some useful information about planned change.

The stages of the Havelock Model and the actual processes at Mount Royal College were not congruent in all aspects. The theoretical model, although quite extensive in scope, could not adequately account for the timing, resourcing, and eventualities encountered in the actual situation. The planned change processes discovered at Mount Royal College appeared to have been timed events and did not lend themselves to the staged arrangements of the theoretical model. In addition the planned change processes discovered at Mount Royal College appeared to have occurred concurrently with the normal activities of the College, whereas the theoretical model presupposed that only the planned change processes would be undertaken until such changes were completed. Also, political, administrative, and financial pressures were evidenced during the planned change processes. The theoretical model could not fully account for such factors.

Recommendations

The case study method of research used in this study generated a mass of data concerning Mount Royal College. Only a relatively small amount of these data were necessary to this study. Therefore, one recommendation that could be made would be to use the other data to carry out other studies on planned change processes. One such area of planned change processes discovered at Mount Royal College, but not used in this study, concerns the structural and architectural aspects of the Lincoln Park Campus.

In this study an analysis was made of the congruence between the Havelock model of planned change and those processes discovered at

Mount Royal College in the years between 1966 and 1972. A similar study could be conducted using other theoretical models to provide more information about the planned change processes. Also, other institutions could be studied using the Havelock Model.

This study was limited to the years 1966 to 1972. A study of the planned change processes at Mount Royal College in a different time period could be undertaken.

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